

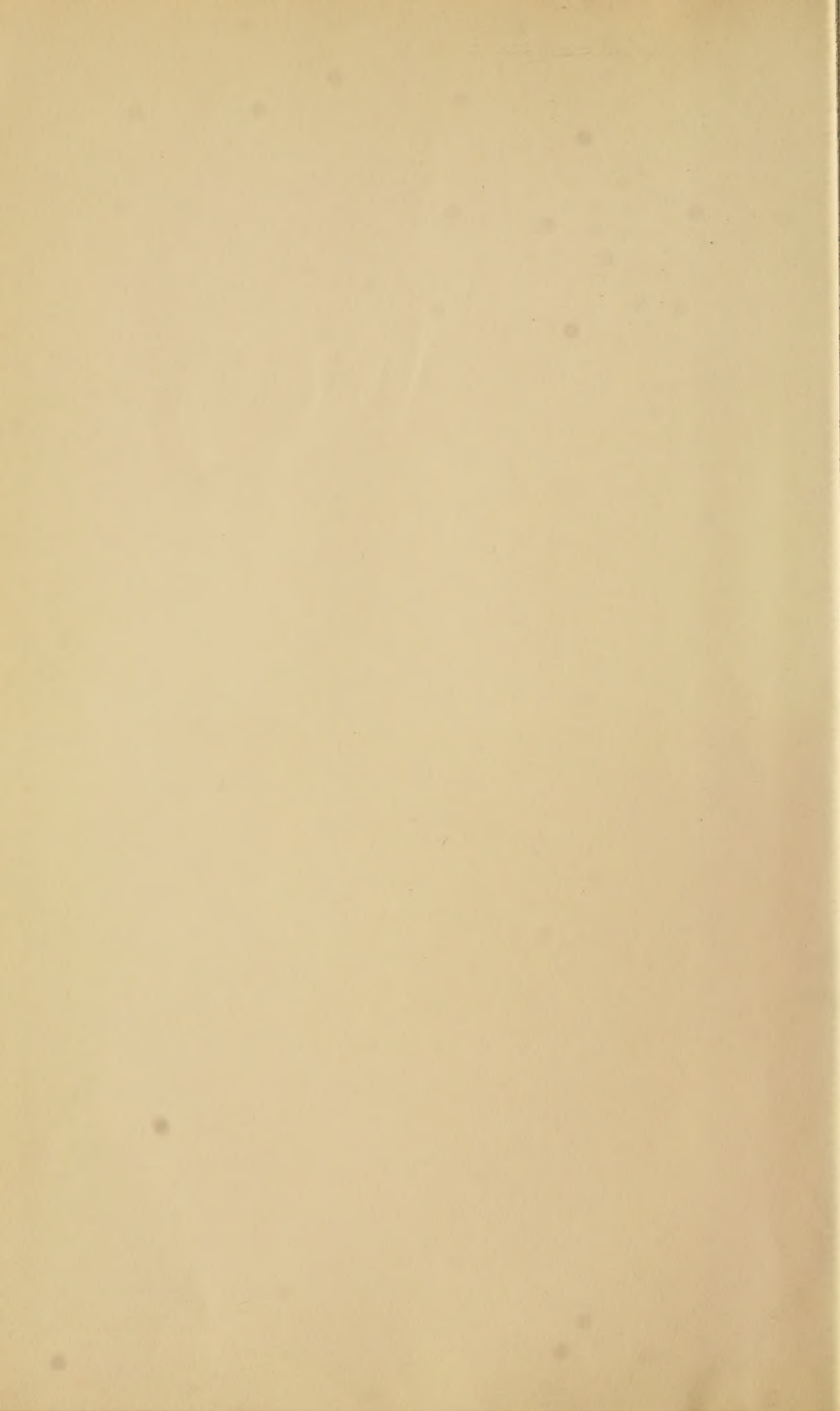




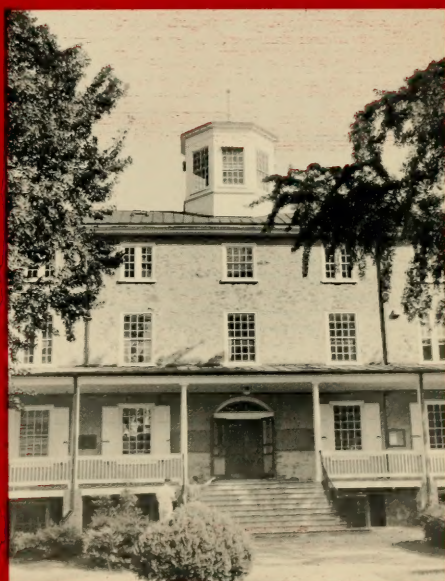
HAVERFORD

COLLEGE

BULLETIN



HAVERFORD COLLEGE BULLETIN



CATALOG ISSUE 1965-66

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HAVERFORD COLLEGE

BULLETIN



CATALOG ISSUE 1965-66

HAVERFORD, PENNSYLVANIA

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1965

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Sept.				1	2	3	4	Nov.		1	2	3	4	5	6
	5	6	7	8	9	10	11		7	8	9	10	11	12	13
	12	13	14	15	16	17	18		14	15	16	17	18	19	20
	19	20	21	22	23	24	25		21	22	23	24	25	26	27
	26	27	28	29	30				28	29	30				
Oct.						1	2	Dec.				1	2	3	4
	3	4	5	6	7	8	9		5	6	7	8	9	10	11
	10	11	12	13	14	15	16		12	13	14	15	16	17	18
	17	18	19	20	21	22	23		19	20	21	22	23	24	25
	24	25	26	27	28	29	30		26	27	28	29	30	31	
	31														

1966

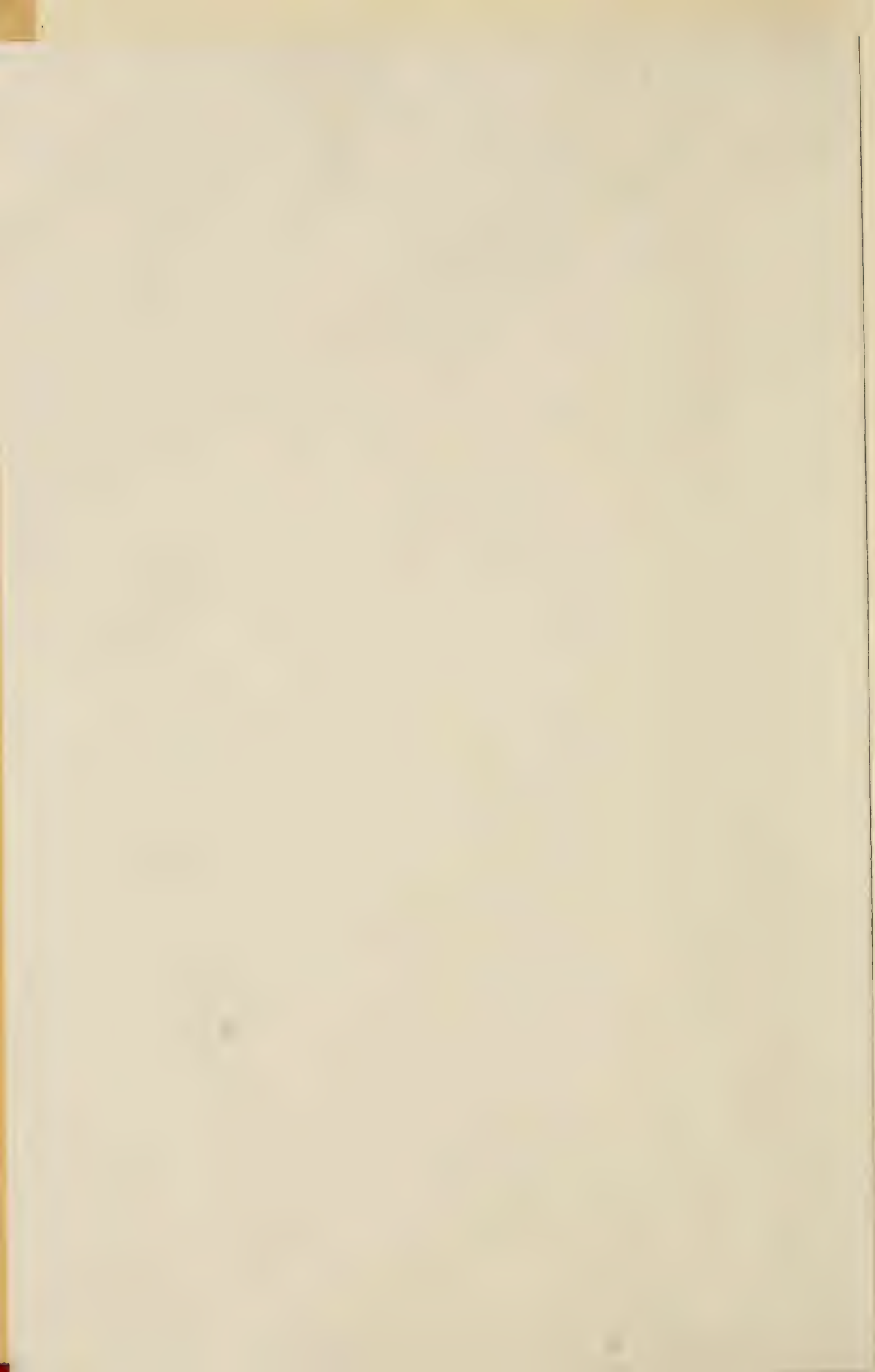
	S	M	T	W	T	F	S		S	M	T	W	T	F	S	
Jan.							1	Apr.							1	2
	2	3	4	5	6	7	8		3	4	5	6	7	8	9	
	9	10	11	12	13	14	15		10	11	12	13	14	15	16	
	16	17	18	19	20	21	22		17	18	19	20	21	22	23	
	23	24	25	26	27	28	29		24	25	26	27	28	29	30	
	30	31														
Feb.				1	2	3	4	5	May	1	2	3	4	5	6	7
	6	7	8	9	10	11	12	8		9	10	11	12	13	14	
	13	14	15	16	17	18	19	15		16	17	18	19	20	21	
	20	21	22	23	24	25	26	22		23	24	25	26	27	28	
	27	28						29		30	31					
Mar.				1	2	3	4	5	June				1	2	3	4
	6	7	8	9	10	11	12	5		6	7	8	9	10	11	
	13	14	15	16	17	18	19	12		13	14	15	16	17	18	
	20	21	22	23	24	25	26	19		20	21	22	23	24	25	
	27	28	29	30	31			26		27	28	29	30			

College days in heavy-face type.

CALENDAR 1965-1966

New students arrive	Tues., Sept. 14
Registration of all new students	Thurs. & Fri., Sept. 16 & 17
Returning students arrive, beginning in afternoon	Sat., Sept. 18
Beginning of College year with Collection 10:40 A.M.	Mon., Sept. 20
First Semester classes begin 1 P.M.	Mon., Sept. 20
Swarthmore Day (no classes)	Sat., Nov. 20
<i>Thanksgiving vacation</i>	12:30 P.M. Wed., Nov. 24 to 8:30 A.M. Mon., Nov. 29
Registration for spring term	Week of Nov. 29
Students confer with advisors	Mon., Tues., Wed., Nov. 29, 30, & Dec. 1
Registration cards due in Registrar's Office	Thurs., Fri., Dec. 2 & 3
Christmas party	Evening—Mon., Dec. 13
Classes scheduled for evening on Dec. 13 will be held at the	
Collection hour on Tues. or Wed. evening of that week.	
<i>Christmas vacation</i>	12:30 P.M. Thurs., Dec. 16 to 8:30 A.M. Mon., Jan. 3
Midyear examination schedules due in Registrar's Office	Tues., Wed., Jan. 4, 5
First semester classes end 11:30 A.M.	Sat., Jan. 15
All papers assigned must be turned in by noon on this date.*	
Midyear Examinations*	Tues., Jan. 18 thru Wed., Jan. 26
<i>Midyear recess</i>	5 P.M. Wed., Jan. 26 to 8:30 A.M. Wed., Feb. 2
Second semester classes begin 8:30 A.M.	Wed., Feb. 2
<i>Spring vacation</i>	4 P.M. Thurs., Mar. 24 to 8:30 A.M. Mon., Apr. 4
Major registration cards for Sophomores	
must be filed by 4 P.M. in Dean's Office	Thurs., Apr. 14
Applications for scholarships due in the Office of the Dean	Fri., Apr. 15
Registration for fall term	Week of Apr. 25
Students confer with advisors	Mon., Tues., Wed., Apr. 25, 26, 27
Registration cards due in Registrar's Office	Thurs., Fri., Apr. 28, 29
Manuscripts in competition for prizes must be filed	
in the Registrar's Office by 4 P.M.	Mon., May 2
Final examination schedules due in Registrar's Office	Wed., Thurs., May 4, 5
Second semester classes end 10 P.M.	Tues., May 17
All papers assigned must be turned in by 4 P.M. on this date.*	
Senior Comprehensive Examinations	Thurs., Fri., Sat., Mon., May 19, 20, 21, 23
Final examinations*	Thurs., May 19 thru Mon., May 30
Oral examinations for College honors	Thurs., Fri., Sat., May 26, 27, 28
COMMENCEMENT	Fri., June 3

* If a paper is assigned *in place* of the final examination in a course, the date by which it is due may be set by the instructor not later than 4 P.M. on Monday, January 24th, for first semester, or Friday, May 27th, for second semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will receive *substantially reduced credit* unless arrangements have been made *in advance* with the instructor in the course and the Dean.



FACULTY, ADMINISTRATION, STAFF

FACULTY¹

- HUGH BORTON *President*
B.S., Haverford College; A.M., Columbia University; Ph.D., University of
Leyden; LL.D., Temple University; LL.D., University of Pennsylvania.
- ARCHIBALD MACINTOSH *Vice President and Director of Admissions, Emeritus*
B.A., Haverford College; A.M., Columbia University; Ph.D., University of
Pennsylvania; LL.D., Haverford College.
- FREDERIC PALMER, JR. *Professor of Physics, Emeritus*
A.B., A.M. and Ph.D., Harvard University.
- LEON HAWLEY RITTENHOUSE *Professor of Engineering, Emeritus*
M.E., Stevens Institute of Technology.
- †DEAN PUTNAM LOCKWOOD *Professor of Latin and Librarian, Emeritus*
A.B., A.M. and Ph.D., Harvard University.
- †JOHN OTTO RANTZ *Instructor in Engineering, Emeritus*
- ABRAHAM PEPINSKY *Professor of Psychology, Emeritus*
A.B. and A.M., University of Minnesota; Ph.D., State University of Iowa.
- EDWARD DOUGLAS SNYDER *Professor of English, Emeritus*
A.B., Yale University; A.M. and Ph.D., Harvard University.
- LEVI ARNOLD POST *Professor of Greek, Emeritus*
B.A., M.A., and L.H.D., Haverford College; A.M., Harvard University; B.A.
and M.A., Oxford University.
- MARTIN FOSS *Lecturer in Philosophy, Emeritus*
LL.D., University of Jena.
- ALFRED JULIUS SWAN *Professor of Music, Emeritus*
B.A. and M.A., Oxford University.
- THOMAS EDWARD DRAKE *Professor of American History, Emeritus*
A.B., Stanford University; A.M., University of Michigan; Ph.D., Yale University.
- DOUGLAS VAN STEERE *T. Wistar Brown Professor of Philosophy, Emeritus*
S.B., Michigan State College; B.A. and M.A., Oxford University; A.M. and
Ph.D., Harvard University; D.D., Lawrence College; L.H.D., Oberlin College;
L.H.D., Earlham College.
- CLETUS ODA OAKLEY *Professor of Mathematics, Emeritus*
S.B., University of Texas; S.M., Brown University; Ph.D., University of Illinois.
- CLAYTON WILLIAM HOLMES *Professor of Engineering, Emeritus*
B.S. in M.E. and M.E., University of New Hampshire; M.A., Haverford College.
- HARRY WILLIAM PFUND *Professor of German, Emeritus*
B.A., Haverford College; A.M., and Ph.D., Harvard University.

(*The active members of the faculty are
arranged in the order of their appointment to their present rank.
Two or more appointed in the same year are listed in alphabetical order.*)

PROFESSORS

- ***RALPH MILLARD SARGENT *F. B. Gummere Professor of English*
A.B., Carleton College; Ph.D., Yale University.
- ***HOWARD MORRIS TEAF, JR. *Professor of Economics*
B.S. in Economics, M.A. and Ph.D., University of Pennsylvania.
- IRA DE AUGUSTINE REID *Professor of Sociology*
A.B. and LL.D., Morehouse College; A.M., University of Pittsburgh; Ph.D.,
Columbia University.

† Deceased.

*** Absent on leave, second semester, 1965-66.

¹ An alphabetical listing of faculty and administration is given at the back of this catalog.

HAVERFORD COLLEGE

- * Absent on leave, 1965-66.
 ** Absent on leave, first semester, 1965-66.
 †† Part-time.
 ††† Absent on leave, part-time, 1965-66.

FACULTY, ADMINISTRATION, STAFF

ASSOCIATE PROFESSORS

- THEODORE BRINTON HETZEL *Associate Professor of Engineering*
B.S., Haverford College; B.S. in M.E., University of Pennsylvania; M.S. and
Ph.D., Pennsylvania State University.
- FRANK JOSEPH QUINN *Associate Professor of English*
B.A., M.A. and B.Litt., Oxford University.
- BRADFORD COOK *Associate Professor of French*
B.A., Williams College; Ph.D., Yale University.
- A. PAUL HARE *Associate Professor of Sociology*
B.A., Swarthmore College; B.S., Iowa State University; M.A., University of
Pennsylvania; Ph.D., University of Chicago.
- ROBERT HAWES BUTMAN *Director of Drama with rank of Associate Professor*
B.A. and M.A., University of North Carolina.
- JOHN RICHARD CARY *Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.
- WILLIAM COOPER DAVIDON *Associate Professor of Physics*
B.S., M.S. and Ph.D., University of Chicago.
- COLIN FRANCIS MACKAY *Associate Professor of Chemistry*
B.S., University of Notre Dame; M.S. and Ph.D., University of Chicago.
- EDGAR SMITH ROSE *Associate Professor of English*
A.B., Franklin and Marshall College; A.M. and Ph.D., Princeton University.
- MELVIN SANTER *Associate Professor of Biology*
B.S., St. John's University; M.S., University of Massachusetts; Ph.D., George
Washington University.
- ALFRED WANNER SATTERTHWAITE *Associate Professor of English*
A.B., A.M. and Ph.D., Harvard University.
- JOHN POLK CHESICK *Associate Professor of Chemistry*
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- *PAUL J. R. DESJARDINS *Associate Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- IRVING FINGER *Associate Professor of Biology*
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- HARMON CRAIG DUNATHAN *Associate Professor of Chemistry*
B.A., Ohio Wesleyan University; M.S. and Ph.D., Yale University.
- THOMAS ALONZO BENHAM *Associate Professor of Engineering*
B.S. and M.S., Haverford College.
- DALE HARPER HUSEMOLLER *Associate Professor of Mathematics*
B.A., University of Minnesota; A.M. and Ph.D., Harvard University.
- SIDNEY IRWIN PERLOE *Associate Professor of Psychology*
B.A., New York University; Ph.D., University of Michigan.
- NORMAN STEIN *Associate Professor of Mathematics*
B.A. and Ph.D., Cornell University.
- JOHN HERBERT DAVISON *Associate Professor of Music*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of
Rochester.
- HARVEY GLICKMAN *Associate Professor of Political Science*
A.B., Princeton University; A.M. and Ph.D., Harvard University.
- DOUGLAS G. MILLER *Associate Professor of Physics*
A.B., Yale University; Ph.D., University of Rochester.
- ERNEST JOSEPH PRUDENTE *Associate Professor of Physical Education*
B.S. in Ed. and M.S., University of Pennsylvania.
- JOHN PHILIP SPIELMAN, JR. *Associate Professor of History*
B.A., Montana State University; M.A. and Ph.D., University of Wisconsin.

* Absent on leave, 1965-66.

HAVERFORD COLLEGE

ASSISTANT PROFESSORS

- LOUIS ARYEH KOSMAN *Assistant Professor of Philosophy*
B.A. and M.A., University of California; Ph.D., Harvard University.
- GERHARD ERNST SPIEGLER *Assistant Professor of Religion*
D.B., M.A., and Ph.D., University of Chicago.
- ROGER LANE *Assistant Professor of History*
B.A., Yale University; Ph.D., Harvard University.
- WILLIAM RAYMOND SMITH *Assistant Professor of English*
B.A., M.A., and Ph.D., University of Chicago.
- WALTER DEAN BURNHAM *Assistant Professor of Political Science*
B.A. and M.A., Johns Hopkins University; A.M. and Ph.D., Harvard University.
- THOMAS JAMES D'ANDREA *Assistant Professor of Psychology*
B.A. and Ph.D., University of Minnesota.
- DIETRICH KESSLER *Assistant Professor of Biology*
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- WILLIAM CLYDE SCOTT *Assistant Professor of Classics*
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- CHRISTOPHER PETER R. L. SLATER *Assistant Professor of Religion*
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- CHARLOTTE ANDERSON *Assistant Professor of German*
B.A. and M.A., University of California at Los Angeles; Ph.D., Yale University.
- LINDA GROVES GERSTEIN *Assistant Professor of History*
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- MIRIAM WALTHER JAFFE *Assistant Professor of Astronomy*
A.B., Indiana University; M.A., University of Virginia; Ph.D., Radcliffe College.
- GEORGE SALAMON *Assistant Professor of German*
B.A., Brandeis University.
- JOSIAH D. THOMPSON, JR. *Assistant Professor of Philosophy*
B.A., M.A., and Ph.D., Yale University.
- JOHN A. THORPE *Assistant Professor of Mathematics*
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- GEORGE I. TREYZ *Assistant Professor of Economics on joint*
A.B., Princeton University. *appointment with Bryn Mawr College*
- CHIOW-SHUANG YAN *Assistant Professor of Economics*
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- DEBORAH R. LIPPMAN *Visiting Assistant Professor of French*
B.A., University of Pennsylvania; Certificat d'Etudes littéraires, University of Paris; Certificat d'Etudes de Phonétique, Institut Phonétique, Paris.
- GEORGE W. RAYFIELD *Visiting Assistant Professor of Physics*
B.S., Stanford University; M.S. and Ph.D., University of California.
- HARVEY D. WINSTON *Visiting Assistant Professor of Psychology*
B.A. and Ph.D., University of Minnesota.

LECTURERS AND INSTRUCTORS

- †CLARENCE EVAN PICKETT *Lecturer in Christian Ethics*
A.B., Penn College; B.D., Hartford Theological Seminary; LL.D., Haverford College; LL.D., Earlham College.

† Deceased.

FACULTY, ADMINISTRATION, STAFF

VICKI WEISBERG KRAMER	<i>Instructor in English</i>
B.A., Wellesley College; M.A., Radcliffe College.	
R. DONALD CAIN	<i>Lecturer in English</i>
B.A. and M.A., University of Pennsylvania.	
GRAHAM H. FINNEY	<i>Part-time Lecturer in Political Science on joint appointment with Bryn Mawr College</i>
A.B., Yale University; M.A., Harvard University.	
JAMES ALLAN NIEDERER	<i>Lecturer in Physics</i>
A.B., Ripon College; M.A. and Ph.D., Harvard University.	
ROBERT K. GOSS	<i>Instructor in Music</i>
A.B., Williams College; M.Mus., Yale University.	
STEVEN LATTIMORE	<i>Instructor in Classics</i>
A.B., Dartmouth College.	
JAMES WOOD	<i>Instructor in Mathematics</i>
B.A., Amherst College; M.A., University of Pennsylvania.	

Special Appointments

FORREST DUANE COMFORT	<i>Counselor</i>
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JUDITH K. KATZ	<i>Counselor</i>
B.A., Temple University; M.A., University of Michigan.	
NORMA CURTIS JOHNSON	<i>Educational Director of the Computer Center</i>
B.S., University of Michigan; M.A., Bryn Mawr College.	
HAZEL C. PUGH	<i>Supervisor of the Computer Center</i>
NORMAN BARGE BRAMALL	<i>Assistant in Physical Education</i>
RAYMOND TAYLOR BRAMALL	<i>Assistant in Physical Education</i>
B.S., M.S., and Ed.D., University of Pennsylvania.	
NORMAN MONTGOMERY WILSON	<i>Assistant in Engineering</i>
FRITZ JANSCHKA	<i>Artist in Residence, Bryn Mawr College</i>
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A.B., M.A., and Ph.D., Bryn Mawr College.	
MARY HOXIE JONES	<i>Research Associate in Quaker Studies</i>
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JOHN JOSEPH STOUT	<i>Research Associate in Religious History</i>
B.S., Haverford College; B.D., Yale University; D. Phil., Edinburgh University.	
VIVIANNE THIMANN NACHMIAS	<i>Research Associate in Biology</i>
B.A., Swarthmore College; M.A., Radcliffe College; M.D., University of Rochester.	
ADOLPH T. DIODA	<i>Sculptor</i>
CHARLES N. WELSH	<i>Curator of Haverfordiana</i>
B.A., Haverford College.	
GEORGE KUSEL	<i>Glass Blower, Bryn Mawr College</i>

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A.B. and M.A., Smith College; Ph.D., Bryn Mawr College.	
MORTON SACHS BARATZ	<i>Professor of Economics</i>
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HAVERFORD COLLEGE

- JOSHUA C. HUBBARD *Professor of Economics*
A.B. and Ph.D., Harvard University.
- GERTRUDE C. K. LEIGHTON *Professor of Political Science*
A.B., Bryn Mawr College; LL.B., Yale University.
- MELVILLE T. KENNEDY, JR. *Associate Professor of Political Science*
B.A. and M.A., Oberlin College; M.A. and Ph.D., Harvard University.
- RUTH C. PEARCE *Assistant Professor of Russian*
A.B., Bryn Mawr College; M.A. and Ph.D., University of Pennsylvania.
- ALAN SILVERA *Assistant Professor of History*
A.B., Cornell University; M.A. and Ph.D., Harvard University.
- RICHARD B. DU BOFF *Assistant Professor of Economics*
A.B., Dartmouth College; M.S., Columbia University; Ph.D., University of Pennsylvania.
- MARTIN OPPENHEIMER *Lecturer in Sociology*
B.S., Temple University; M.A., Columbia University; Ph.D., University of Pennsylvania.
- JOHN T. PAOLETTI *Instructor in History of Art*
B.A. and M.A., Yale University.

ADMINISTRATION

- HUGH BORTON *President*
B.S., Haverford College; A.M., Columbia University; Ph.D., University of Leyden;
LL.D., Temple University; LL.D., University of Pennsylvania.
- LOUIS CRAIG GREEN *Provost and Director of the Strawbridge Memorial*
A.B., A.M., and Ph.D., Princeton University. *Observatory*
- ALFRED R. CRAWFORD *Vice President for Development*
B.A., Haverford College.
- WILLIAM EDWARD CADBURY, JR. *Dean*
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
- JAMES W. LYONS *Dean of Students*
A.B., Allegheny College; M.S. and Ed.D., Indiana University.
- WILLIAM WEBSTER AMBLER *Director of Admissions*
B.A., Haverford College.
- MIRIAM R. NUGENT *Director of Residence Halls*
B.S., New York University.
- WILLIAM EDWARD SHEPPARD, II *Director of Alumni Affairs*
B.S., Haverford College.
- CHARLES PERRY *Associate Director for Development*
B.A., Haverford College; M.S.S., Bryn Mawr College.
- BARCLAY M. BOLLAS *Director of Public Information*
B.A., Colgate University.
- ARTHUR S. WOOD *Assistant Director of Admissions*
B.A., Haverford College.
- VIRGINIA H. KLINE *Registrar*
- GERTRUDE MANN WONSON *Secretary to the Director of Admissions*
B.S., Simmons College.
- KATHARINE M. CARTER *Secretary to the President*
A.B., Wilson College.

VISITING FACULTY

Library Staff

- CRAIG RINGWALT THOMPSON *Librarian*
A.B., Dickinson College; A.M. and Ph.D., Princeton University.
- EDWIN B. BRONNER *Curator, Quaker Collection*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- RUTH H. REESE *Assistant Librarian, Technical Services*
B.A., Acadia University; B.S. (L.S.) Simmons College.
- ESTHER R. RALPH *Assistant Librarian, Reader Services*
B.S., West Chester State College; B.S. (L.S.) Drexel Institute of Technology.
- ELSE GOLDBERGER *Acquisitions Librarian*
Ph.D., University of Vienna.
- M. CONSTANCE HYSLOP *Cataloger and Government Documents Librarian*
A.B., Mount Holyoke College; M.A., University of Pennsylvania; M.S. (L.S.), Drexel Institute of Technology.
- MAE E. CRAIG *Senior Cataloger*
A.B., Mount Holyoke College; B.S. (L.S.) Simmons College.
- BJORG MIEHLE *Circulation Librarian*
University of Oslo; Graduate, Norwegian State Library School; B.S. (L.S.), Drexel Institute of Technology.
- MARJORIE F. DAVIS *Administrative Assistant, Quaker Collection*
B.A., Juniata College; M.S. (L.S.), Drexel Institute of Technology.
- SHIRLEY STOWE *Cataloger*
A.B., Radcliffe College; M.S. (L.S.), Drexel Institute of Technology.
- MARIA KUNYCIA *Cataloger*
M. Ph., University of Poznań; M.S. (L.S.), Drexel Institute of Technology.

Medical Staff

- WILLIAM WOLTER LANDER *Physician*
B.S., Ursinus College; M.D., University of Pennsylvania.
- PETER G. BENNETT *Psychiatrist for the College*
M.D., University of Pennsylvania.

VISITING FACULTY ON SPECIAL FUNDS 1964-65

William Pyle Philips Fund

- EUGENIE ANDERSON
Former U.S. Ambassador to Denmark and American Minister to Bulgaria.
- CHRISTIAN B. ANFINSON
Chief, Laboratory of Chemical Biology, National Institutes of Health.
- PAUL BERG
Professor of Biochemistry, Stanford University.
- KENNETH BOULDING
Professor of Economics, University of Michigan.

HAVERFORD COLLEGE

BRITTON CHANCE

Professor of Biophysics, University of Pennsylvania.

KENNETH CLARK

Professor of Psychology, City College of New York.

MAMIE CLARK

Director, Northside Center for Child Development, New York City.

G. M. CLEMENCE

Former President of the American Astronomical Society.

VLADIMIR DEDIJER

Professor of Modern History, University of Belgrade.

ARMIN J. DEUTSCH

Astronomer at Mt. Wilson and Palomar Observatories.

MORTON DEUTSCH

Professor of Social Psychology, Columbia University.

HOWARD M. DINTZIS

Professor of Biophysics, The Johns Hopkins University

SAMUEL EILENBERG

Professor of Mathematics, Columbia University.

WILLIAM ESTES

Professor of Psychology, Stanford University.

GEORGE B. FIELD

Associate Professor of Astrophysical Sciences, Princeton University.

W. A. FOWLER

Professor of Physics, California Institute of Technology.

MARVIN L. GOLDBERGER

Eugene Higgins Professor of Theoretical Physics, Princeton University.

FRIEDERICH HIRZEBRUCH

Professor of Mathematics, University of Bonn.

CHARLES J. HITCH

Assistant Secretary of Defense.

ROLLIN D. HOTCHKISS

Professor of Cellular Biology, Rockefeller Institute.

ELMORE JACKSON

Special Assistant for United Nations Planning to the Assistant Secretary of State for International Organizational Affairs.

HARRY J. JERISON

Professor of Psychology, Antioch College.

W. F. LIBBY

Professor of Chemistry, University of California (San Diego).

CLEMENT MARKERT

Professor of Biology, The Johns Hopkins University.

DAVID MCCLELLAND

Professor of Social Relations, Harvard University.

ANATOL RAPOPORT

Professor of Mathematical Biology, Mental Health Research Institute, University of Michigan.

J. ROBERT SCHRIEFFER

Mary Amanda Wood Professor of Physics, University of Pennsylvania.

VISITING FACULTY

- S. J. SINGER
Professor of Biology, University of California (San Diego).
- EDWIN SPANIER
Professor of Mathematics, University of California (Berkeley).
- DONALD SPENCER
Professor of Mathematics, Stanford University.
- BENGT G. STROMGREN
Professor of Sociology, Institute for Advanced Study.
- MELVIN TUMIN
Professor of Sociology and Anthropology, Princeton University.
- GRAHAM WEBSTER
F.S.A. Senior Tutor in Archaeology, University of Birmingham (England).
- E. BRIGHT WILSON, JR.
T. W. Richards Professor of Chemistry, Harvard University.

William Gibbons Rhoads Fund

- MEYER H. ABRAMS
Professor of English, Cornell University.
- PETER DEMETZ
Professor of German and Comparative Literature, Yale University.
- GEORGE MOSSE
Professor of History, University of Wisconsin.
- PAUL WEISS
Sterling Professor of Philosophy, Yale University.

Thomas Shipley Lecture Fund

- MAURICE B. CRAMER
Professor of English, Pennsylvania State University.

Mary Farnum Brown Fund

- JOHN H. HICK
Stuart Professor of English, Pennsylvania State University.

Academic Council

The Academic Council consists of the Provost as chairman, three elected divisional representatives of the faculty, one to be elected yearly, the two faculty representatives to the Board, the President, and the Dean, as secretary of the Council. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1965 are Mr. Perloe (Social Sciences), Mr. Santer (Natural Sciences), and Mr. Rose (Humanities).

Standing Committees of the Faculty

Academic Flexibility: MR. SATTERTHWAITE, *Chairman*
MESSRS. CADBURY, DAVIDON, SPIELMAN

Academic Standing: MR. DAVIDON, *Chairman*
MESSRS. CADBURY, PRUDENTE, SLATER, STEIN

Admissions: MR. LESTER, *Chairman*
MESSRS. D'ANDREA, KESSLER

Arts and Service: MR. BUTMAN, *Chairman*
MESSRS. BENHAM, D'ANDREA, PARKER

Educational Policy: MR. LOEWY, *Chairman*
MESSRS. CADBURY, CHESICK, LANE, SPIEGLER

Faculty Compensation and Medical Plans: MR. HUSEMOLLER, *Chairman*
MESSRS. COOK, SALAMON, SMITH

Faculty Research and Study: MR. FINGER, *Chairman*
MESSRS. CARY, REID, SCOTT

Honors, Fellowships, and Prizes: MR. BRONNER, *Chairman*
MESSRS. H. COMFORT, DAVISON, MACKAY

Library: MR. ASHMEAD, *Chairman*
MESSRS. BURNHAM, HUSEMOLLER, SARGENT, C. THOMPSON

Philips Program, Rhoads Fund, and Distinguished Visitors: MR. KOSMAN, *Chairman*
MESSRS. GLICKMAN, WALTER; plus ASHMEAD and C. THOMPSON, *ex officio*

The President and Provost are *ex officio* members of all committees. The Vice President for Development will attend such committee meetings as he considers necessary for the proper functioning of his office.

THE
COLLEGE
AND ITS
PROGRAM

AIMS AND OBJECTIVES

In line with its Quaker tradition, Haverford College stresses three inter-related elements in its educational philosophy. These are a high standard of academic performance within a broadly-based, liberal arts curriculum, the individual nature of this education, and the importance of personal ideals and moral values. High scholastic ability is a requisite for admission to Haverford, but heavy weight is given to the character of each candidate and the potential contribution he can make to the college community. Along with a commitment to scholarship, the college emphasizes the development of sound ethical judgments based on a clear perception of individual and social aims.

In his academic work, each student is encouraged and expected to perform at a level consistent with his abilities. The more capable he is the more is expected of him. He will soon discover the high value which the college attaches to intellectual integrity, independence of judgment, an imaginative grasp of the interrelationship of the branches of knowledge, and a capacity to carry out independent work. The requirements for graduation are designed to develop the ability to learn, to understand, and to reach sound conclusions, on the basis of study in each of the broad fields of human knowledge as well as by concentration in a single field.

The college believes that the desirable qualities cultivated in the classroom and laboratory can be supplemented and strengthened by a sound program of non-academic courses, athletics, and extracurricular activities. The Arts and Service non-credit courses are designed to encourage interest in constructive community service and to develop appreciation of beauty and certain creative skills. Athletic activities, including intramural and intercollegiate contests, promote physical fitness and coordination and provide opportunity for all students to experience the benefits of wholesome competition and team play. A variety of campus organizations allow each student to join with others in pursuing common interests. The important role of the honor system in student government emphasizes the value which the community places on individual responsibility.

Haverford College believes that while the mastery of facts, techniques, and certain skills is important, it must be coupled with the desire and moral capacity to use them for worthwhile ends. It will continue to lay stress on the formation of moral values and personal ideals, not insisting on any set doctrine, but cherishing freedom of religious beliefs and of conscience. Such growth is fostered by the weekly Collections, or assemblies, where leaders from various walks of life share with the undergraduates their diverse experi-

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ences and points of view. In addition, outstanding scholars frequently visit the campus for lectures or special classes, and have extensive personal contacts with students.

At the center of the religious activity of the Society of Friends is the Meeting for Worship. This fact has been recognized by a policy of compulsory attendance for Haverford's students at Fifth Day Meeting. The majority of attenders at Fifth Day Meeting, students and faculty members, are not members of the Society of Friends. In view of this, and the fact that attendance is compulsory, Haverford's Fifth Day Meeting is not a Friends' Meeting in the usual sense. However, what the Haverford Meeting does share with an authentic Friends' Meeting is the gathering together of a group in silence for collective meditation and consideration of matters of fundamental and common concern. Here students, faculty, and administration alike learn from meditative silence or from a spoken message how to delineate and cultivate the highest moral principles, to see themselves in their proper relation to their fellowmen and to the totality of life.

HISTORY

Haverford College was founded in 1833 as the first college established by members of the Society of Friends in the United States. It was organized as an institution which would provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent," offering a course of instruction in science, mathematics, and classical languages "as extensive as given in any literary institution in this country." In those days it was modestly called Haverford School, but the intent was clear to create a center that would give to Friends the kind of education which other young Americans were receiving in the best colleges.

The founders selected, as a site for the new college, 198 acres of rolling farmland in the center of the Welsh Tract, a large area originally set apart by William Penn for Quaker immigrants from Wales. Today its beautifully landscaped campus, grown to 216 acres, forms a peaceful setting in the midst of the suburbs of Philadelphia.

The first forty years of Haverford's history were devoted to establishing policies and practices to make effective the ideals of its founders. In 1847 it opened its doors to young men who were not Quakers, and in 1856 it became a degree-granting institution. Although the college has never had any formal connection with an organized Meeting of the Society of Friends, its Quaker tradition continues strong. With the exception of four of its

number nominated by the alumni and two elected by the faculty, all members of the Board of Managers must be members of the Society of Friends.

President Isaac Sharpless, 1887-1917, led Haverford College into the forefront of American collegiate institutions. Under his leadership, Haverford's tradition of outstanding teaching was continued and strengthened. During the administration of William Wistar Comfort, from 1917 to 1940, the student body increased from two hundred to over three hundred. Felix Morley, a Rhodes Scholar of the Class of 1915, was President during the difficult years of World War II. He was succeeded by Gilbert F. White, one of the country's outstanding geographers, who served as President from 1946 to 1955 before returning to teaching and research. Hugh Borton, former Professor of Japanese History at Columbia University and Director of its East Asian Institute, was inaugurated as President in 1957.

In 1963 the Board of Managers (Trustees) approved expansion in the enrollment from 450 to 700 within the following decade. By 1965, enrollment has grown to just over 500.

RESOURCES

The endowment and trust funds of Haverford College currently have a book value of about \$14,000,000. The income from these funds and the support given to the college annually by its alumni and other friends play significant parts in maintaining its high educational standards and underwriting the scholarship and loan programs which help many of its students.

Founders Hall, built in 1833 at a cost of \$19,251.40, was known for years as "The College". Over the years the campus has been improved by the addition of dormitories and other buildings to supplement Founders Hall. Except for those who live at home, students live in dormitories or small residence houses on the campus. Similarly a large portion of the faculty live in houses or apartments owned by the college and situated on or near the campus.

Academic Buildings

Classroom and laboratory buildings are Chase Hall, Hilles Laboratory of Applied Sciences, Strawbridge Memorial Observatory, Henry S. Drinker Music Center, Stokes Hall, Sharpless Hall, and the Lyman Beecher Hall Building. Some classes are also held in Whitall Hall.

HILLES houses the Engineering Department and contains classrooms, drawing rooms, a departmental library, shops, and mechanical and electrical lab-

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oratories. Also located there is the Haverford-Bryn Mawr COMPUTER CENTER. This center contains an IBM 1620 computer with card input and output. The computer has a 60,000 decimal digit memory with an access time of 20 microseconds. Its speed is 1800 five-digit additions or 200 five-digit multiplications per second. This center has several key punches, a sorter, a reproducer, and a tabulator. All of its equipment may be used by students.

STOKES HALL, built at a cost of \$2,000,000 and opened in September 1963, provides unexcelled facilities, including classrooms and office space, for the departments of physics, chemistry, and mathematics. In one wing are an auditorium seating 205 persons and a science library with space for 20,000 volumes and current journals.

The Physics Department is equipped for teaching and research in modern nuclear and atomic physics. Facilities include six general laboratories for course work, seven specialized laboratories for student-faculty research, and two senior thesis rooms, used exclusively by seniors for their major projects. The equipment includes an X-ray unit for powder diffraction work, a sub-critical reactor containing 2.5 tons of uranium, a doubly shielded room for work with electromagnetic radiation, and four scanning microscopes. Student-built equipment is also available, such as a laser apparatus and a radio-telescope.

Facilities for the Chemistry Department include five laboratories used in conjunction with formal courses, instrument and specialized equipment rooms, and six independent faculty research laboratories which are used freely by students doing independent work and advanced projects with professors. The department has its own glass-blowing shop. Equipment includes a full range of recording spectrophotometers, counting equipment for radioactive tracer work, and a gas chromatography apparatus for general use as well as units for separate research projects. The physical chemistry laboratory includes a Bausch and Lomb grating spectrograph, high vacuum systems, and standard precision electrical apparatus. Mettler single pan balances are used in instructional laboratories. Ground joint glassware is used in the elementary organic chemistry program and in all higher courses. Grants from the National Science Foundation are available to students for summer research projects.

The Mathematics Department, located on the top floor, uses several classrooms, some of which are equipped with desk calculators.

SHARPLESS HALL, recently completely remodeled and redesigned for the departments of biology and psychology at a cost of \$750,000, was reopened for use in the fall of 1964.

RESOURCES

Three floors, devoted to the Biology Department, include laboratories and seminar rooms with a broad spectrum of facilities for studying all phases of modern molecular biology. There is a large freshman-sophomore laboratory, and a junior laboratory equipped to handle all aspects of cell biology. One entire floor is devoted to student-faculty research where senior students do projects in common with professors. Equipment includes animal rooms, shops for glass-blowing and wood and metal working, several constant temperature rooms for controlled temperature experiments, ultra-centrifuges, a high-resolution electron microscope, spectrophotometers, and a liquid scintillation counter. The department also has its own library and journal collection.

The top two floors are devoted to psychology. Equipment includes both primate and non-primate animal quarters, animal laboratory with sound-proofed and full wired individual experimental rooms, a set of individual multi-purpose animal and human research rooms, a perception laboratory, a statistical laboratory, a social-personality observation laboratory with one-way mirrors, a shop, a journal library and reading room. In addition there is a physiological psychology and control room for animal operation procedures and master control panels of all inter-laboratory communication channels.

WILLIAM J. STRAWBRIDGE MEMORIAL OBSERVATORY is equipped with three equatorially mounted telescopes, a 10-inch and a 4½-inch refractor, and a 6-inch reflector; a reflecting telescope with 8-inch mirror and altazimuth mounting; a meridian circle telescope of 3¾-inch aperture; a zenith telescope of 2¼-inch aperture; a spectrohelioscope; an astrographic mounting provided with two 4-inch Ross lenses and a 4-inch guiding telescope; sidereal clocks, a chronograph, and other instruments. The astronomical library is housed in the Observatory.

HENRY S. DRINKER MUSIC CENTER, located in the former home of William Wistar Comfort, provides offices, classrooms, and practice facilities for the music department, and houses the college's record collection and music library. The larger concerts are held in Roberts Hall where a Steinway grand and a Schlicker portable pipe organ are at the disposal of artists.

The Library

The Haverford College Library is planned and developed with the primary purpose of providing the intellectual resources of books, periodicals, and pamphlets needed to sustain the work of the academic curriculum. Most of the volumes have been selected by the teaching faculty, and, with the

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exception of some special collections described below, the books and periodicals are all on open shelves and readily accessible for over one hundred hours a week during the college year. In the administration of the Library, the aim is to bring the resources of the book collection as effectively as possible into the academic life of the college.

Beyond this primary purpose, the Library seeks through several collections to provide opportunities for independent research in certain fields. Most notable of such collections is the Quaker Collection, which attracts many visiting scholars each year. The Government Depository and International Documents Collections provide extensive resources for independent study in the social sciences, and there are further collections of autograph material, orientalia, and particularly of Renaissance literature offering similar research opportunities in other fields.

The Haverford Library contains about 245,000 volumes, and receives about 1250 periodicals and serials. It is an academic library, planned and operated for the students and faculty of the college, but welcomes alumni, members of the Library Associates, and residents of the Haverford community who wish to consult materials not readily available in public libraries. Because of limited seating capacity, however, special rules govern applications by secondary school students for permission to use the Library. The Library is open on weekdays from 8:00 A.M. to midnight, and on Sundays from 1:00 P.M. to midnight. (Treasure Room: Weekdays—9:00 A.M. - 5:00 P.M.; Sundays 1:00 - 5:00 P.M.). Special hours are arranged for vacation periods.

The Library building, the first portion of which (the present north wing) was built in 1863, has grown by five successive additions. In December, 1952, the original north wing was renovated in memory of William Pyle Philips, and now forms a bright and comfortable room for quiet study. There are also four special reading rooms in the building:

GUMMERE-MORLEY MEMORIAL READING ROOM, decorated and equipped by the Class of 1892, provides a reading and browsing room for Haverford students.

MICROMATERIALS READING ROOM, equipped with microfilm and micro-print readers and a microfilm file of *The New York Times* from 1930 to the present.

RUFUS M. JONES STUDY, a replica of Rufus Jones' own study, with his own books and furniture, is used for seminar classes in philosophy as well as for quiet reading.

TREASURE ROOM, provided through the generosity of Morris E. Leeds of the Class of 1888, contains the Quaker Collection as well as other rare books and special collections.

Plans are in preparation and funds are being collected for a major addition to the Library, which will double the interior space, provide twice the present capacity, and greatly increase student study areas.

Special Collections

THE QUAKER COLLECTION, containing approximately 22,000 books and 60,000 manuscripts and documents, maps, and pictures of interest to the Society of Friends, provides a repository for Quaker literature in the United States, and makes Haverford a vital center for the study of the history and philosophy of Quakerism. The unique nucleus of this collection is *The William H. Jenks Collection of Friends' Tracts*, mostly of the seventeenth century, which numbers about 1500 separately bound titles.

THE RUFUS M. JONES COLLECTION ON MYSTICISM contains almost a thousand books and pamphlets from the fifteenth century to the present day.

THE TOBIAS COLLECTION OF THE WRITINGS OF RUFUS M. JONES is practically complete. It consists of 168 separate volumes and 16 boxes of pamphlets and extracts.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION contains more than 20,000 items, embracing autographs of the signers of the Declaration of Independence, authors, statesmen, scientists, ecclesiastics, and monarchs, and also several series of valuable papers on religious and political history.

FRENCH DRAMA OF THE ROMANTIC PERIOD, a collection of several hundred popular plays produced in Paris between 1790 and 1850. The collection was presented to the college by William Maul Measey.

THE CHRISTOPHER MORLEY COLLECTION OF AUTOGRAPHED LETTERS comprises about 200 letters and memoranda selected by Mr. Morley from his correspondence files. Over one hundred contemporary authors are represented.

THE WILLIAM PYLE PHILIPS COLLECTION contains rare books and manuscripts, mostly of the Renaissance period. Among the treasures of this collection are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton, and the four folios of Shakespeare.

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THE HARRIS COLLECTION OF ANCIENT AND ORIENTAL MANUSCRIPTS contains over 60 Hebrew, Latin, Arabic, Syriac, and Ethiopian rolls and codices collected by J. Rendel Harris.

Affiliations

Haverford maintains a cooperative arrangement with Bryn Mawr and Swarthmore whereby the facilities of the libraries of all three colleges are open to the faculty and students of each of the colleges.

THE PHILADELPHIA BIBLIOGRAPHICAL CENTER AND UNION LIBRARY CATALOGUE, the largest regional cooperative catalogue in America, enables users of the Haverford Library to locate books in over 170 libraries of the Philadelphia area.

LIBRARY ASSOCIATES is an organization of graduates and friends of the college, devoted to increasing the usefulness of the Library. It serves to bring the facilities of the Library to wider notice and to make them available; to encourage the making of gifts to the Library; and to aid in the use of the Library for exhibition purposes. Also, it sponsors occasional talks on Sunday afternoons on matters of interest to friends of the Library. Inquiries should be addressed to The Library, Haverford College.

Art Collection

A small permanent art collection, including paintings and drawings by Homer, Inness, Pintorricchio, Sargent, and Whistler, is displayed in the Library.

Temporary exhibitions of paintings, drawings, and photographs are held from time to time at the college.

Framed reproductions of outstanding paintings and a few originals are available at the beginning of each semester for loan to students.

Music

In addition to a considerable collection of music scores, including the complete works of several composers, the special equipment of the music department consists of several pianos and a collection of scores, books, and phonograph records presented in 1933 by the Carnegie Corporation. This record collection, housed in The Henry S. Drinker Music Center, has served as the basis for further acquisitions which are used for teaching and study purposes.

HAVERFORD COLLEGE FRIENDS OF MUSIC is an association of friends and neighbors of the college and faculty members, who, in cooperation with the music department, arrange a series of chamber music concerts which are held three or four times a year on Sunday afternoons in the Common Room.

Residence Halls

Dormitories include FOUNDERS HALL, which in addition to a number of living units also includes the college dining hall, a few faculty and administrative offices, and suites for visiting guests; BARCLAY HALL, which houses mostly freshmen; LLOYD HALL, and LEEDS HALL. A new dormitory, with space for 129 students, was opened early in 1965.

Spanish-, German-, and French-speaking students may reside in WILLIAMS HOUSE, YARNALL HOUSE and FRENCH HOUSE, respectively, thus gaining an opportunity to live in close association with others specializing in these fields. One other residence, near but not on the campus, is SCULL HOUSE, with room for about 20 students.

Athletic Facilities

Haverford's GYMNASIUM was supplemented in 1957 by ALUMNI FIELD HOUSE, which affords capacious facilities for indoor athletics and has proved its value in the college's extensive program for physical education. Walton Field, where football games and track meets are held, has stands capable of seating 2000 spectators. Around the field is a quarter-mile track with a 220 yard straight-away. In addition, varsity soccer matches are played on '88 Field, varsity baseball games are played on '22 Field, and cricket is played on Cope Field. The college has 15 tennis courts, six of them all-weather, a skating pond, a cross country course, and several practice fields which are also used for intramural sports.

Other Buildings

Administration offices are located in ROBERTS HALL, an impressive columned building at the center of the campus, which also contains an auditorium seating over 700. Other offices are maintained in WHITALL. The UNION provides facilities for the campus radio station, student lounges, the college bookstore, and a snack bar.

MORRIS INFIRMARY, presented by John T. Morris of the Class of 1867, houses a clinic, emergency treatment room, and facilities for bed care of 10 patients, including an isolation ward for contagious diseases. It has its own kitchen and accommodations for a resident nurse.

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Location

Located ten miles west of Philadelphia on the "Main Line," Haverford is fortunate to have the extensive cultural, scientific and industrial facilities of the Greater Philadelphia area close at hand. Within a half hour's drive there are some 20 other colleges and universities. Haverford Station, on the Pennsylvania Railroad between Ardmore and Bryn Mawr, is 20 minutes from the center of the city. The campus fronts on famous Lancaster Pike (U.S. 30), a few miles from the Pennsylvania Turnpike. It is approximately two hours by train from New York or Baltimore and less than three hours from Washington.

The campus, landscaped and park-like in appearance, provides a beautiful natural setting. The ARBORETUM and WOOLMAN WALK, the latter the gift of the late Edward Woolman, '93, contain a wide variety of woody plants, both indigenous and exotic, thus permitting direct observation and study by students of the natural sciences. MARY NEWLIN SMITH MEMORIAL GARDEN, which adjoins the south side of the Library, while primarily developed as a decorative feature, contains a wealth of flowering shrubs of interest to the botanist.

ADMISSION

The policy of Haverford College is to admit to the freshman class those applicants who, in the opinion of the Committee on Admissions, are best qualified to profit by the opportunities which the college offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character, personality, and interest and ability in important extra-curricular activities.

Whenever practicable, the college will expect the candidate to have a personal interview with the Director of Admissions or another administrative officer. Every applicant should realize that, in view of the limited enrollment, he is entering a competition for admission to a carefully selected and comparatively small student organization. On the basis of all information available — school record, class standing, College Board reports, evidence touching on character and personality — the application will be accepted or rejected, and the decision of the Committee on Admissions is final. Preference will be given to those with superior records and credentials rather than to those with mere priority of application.

ADMISSION

Each applicant must submit his school record and a certificate of character signed by his school principal. The preparatory course should include as a minimum four years of English, three years of mathematics including two years of algebra, three years of one foreign language (in preference to two years of two languages), a laboratory science, and a course in history or social studies. Additional courses in foreign language, mathematics, science, social studies and history will be dictated by the interests of the candidates.

Each applicant for admission must take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. The English Composition Test is required, but a candidate may choose the other two tests. If there is any doubt about the choice of the two tests he should consult the Director of Admissions. Applications involving divergence from the normal procedure must be discussed in detail with the Director of Admissions.

Applications for admission should be submitted early in the candidate's senior year. The application must be accompanied by a check or money order for \$10 drawn to the order of Haverford College to cover the application fee, which is not refundable. Upon receipt of the application, the college will send a school record form to the candidate for completion by the school officials.

Candidates are encouraged to visit the college for an interview. The Office of Admissions is open from 9:00 A.M. until 4:30 P.M. on weekdays and from 9:00 A.M. until noon on Saturdays. The office is closed on Saturdays during the summer. Arrangements should be made in advance for an appointment.

Information Concerning College Entrance Board Tests

The College Entrance Examination Board will offer the Scholastic Aptitude Test and Achievement Tests on each of the following dates during the 1965-66 academic year:

Sat., Dec. 4, 1965

Sat., Jan. 8, 1966

Sat., Mar. 5, 1966

Sat., May 7, 1966

Sat., July 9, 1966

The *Bulletin of Information*, distributed without charge by the College Entrance Examination Board to all secondary schools that present candidates for the tests, contains rules regarding applications, fees, reports, and the

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conduct of the tests; lists of examination centers; and an application. This application may be used for any College Board administration involving the SAT and Achievement Tests. Additional applications will be available at the schools for students needing more than one. Booklets describing the tests and giving sample questions, explanations, and answers, as well as score interpretation booklets for counselors and students, are also distributed in quantity to secondary schools without charge.

Candidates should make application by mail to the College Entrance Examination Board, Box 592, Princeton, N. J. 08540. Students who wish to take the examinations in any of the following States, territories, or foreign areas should address their inquiries and send their applications to College Entrance Examination Board, P. O. Box 1025, Berkeley, Cal. 94701.

Alaska	Nevada	Province of Alberta
Arizona	New Mexico	Province of British Columbia
California	Oregon	Province of Manitoba
Colorado	Utah	Province of Saskatchewan
Hawaii	Washington	Republic of Mexico
Idaho	Wyoming	Australia
Montana	Northwest Territory	Pacific Islands including
	Yukon Territory	Japan and Formosa

Early Decision

An early decision plan is available for candidates whose first choice is Haverford. Since a limited number of students can be accepted under the plan, only students who have seriously investigated the college and who are well qualified should apply. Candidates must take the required College Board examinations in their junior year and must submit an application before November 1. Additional information may be obtained from the Director of Admissions.

Transfer Students

Several transfer students are admitted each year. In addition to filing an application, a candidate must submit a school transcript (on a form provided by Haverford), the results of the College Board examinations that he has taken, a college transcript, a letter of recommendation from a responsible

official of the college which he is attending, and have an interview with a representative of the Admissions Office. Decisions are announced in June.

Advanced Standing

An adequately qualified student may be permitted to omit an introductory course in college and proceed directly to work at the intermediate level in that subject. Several departments give placement examinations to determine these qualifications; other departments use less formal means. Students who have taken courses in high school under the Advanced Placement Program may take tests in these subjects given by the College Entrance Examination Board each May. Students who do well on these tests may be given advanced placement or college credit or both. Credit may also be granted for work done at another college prior to entrance here. To be considered for such credit, a student must arrange for the transcript of the work to be sent to Haverford. Provision is made under the Flexibility Program (see pages 45-48) for a student to make special use of such credits if he so desires.

HOUSING

The value of participating as widely as possible in the life of the community is an integral part of Haverford's educational philosophy. Therefore students, with the exception of those who are married or are living at home, are normally expected to live on campus.

Entering freshmen are assigned the rooms available after the other classes have made their choice. New students will be notified of their housing assignments prior to their arrival on campus in September. The choice of rooms by other students is governed by established rules.

A deposit of \$35 is required of all new students at the time they are notified of their admission. A similar deposit is required also of those students who have not been in attendance at the college during the immediately preceding semester. This amount will be deducted from the bill for the following year. If the student fails to present himself at the beginning of the semester for which he has been enrolled, the deposit will be forfeited.

Students are expected to treat college property with the same consideration as their own. A student is held financially responsible for any damage to his room.

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EXPENSES

The tuition charge for all regular students is \$1775 for the academic year.* Tuition for special students is \$250 per course, per semester. The residence fee is \$900 per year. The payment of a unit fee of \$135 per year makes it possible for the student to participate in any campus organization without an additional fee.

The residence fee covers board and room charges when college is in session; under the latter are included heat, electric light, weekly service, and the use of necessary bedroom furniture, i.e., a bureau, table, chair, study lamp, and a bed, the linen for which is furnished and laundered by the college. Students will supply their own study furniture, blankets, and towels.

The unit fee includes the following: student activities fee, admission to Art Series, laboratory fees, health fee, accident insurance (a maximum of \$1000 within one year of each accident), diploma, and psychological tests when required by the college.

There are four scheduled vacation recesses during the school year: Thanksgiving, Christmas, mid-year recess, and spring vacations. With minor exceptions student services and facilities and academic facilities are closed or drastically curtailed during vacation periods.

The college requires that bills rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposits be paid in full before the beginning of the semester.

In order to avoid last minute congestion, it is suggested that bills be paid by mail in advance.

A non-refundable fee of \$10 is payable when application for admission is presented.

When a special diet is required for medical reasons, and approved by the college physician, a charge of \$1.50 weekly will be made, but this charge may be increased if the special foods required are unusually expensive.

The college requires freshmen to pay a fee of \$20 toward the cost of the orientation week.

* Any student who is taking four or more courses in a given semester, or who has been granted permission, under the Flexibility Program (see page 45) to carry fewer courses, is regarded as a regular student.

FINANCIAL AID

The college requires a \$100 deposit to cover the cost of books and any other incidental charges which may arise during the school year. Each incidentals account must have a balance, on June first, adequate to cover all final charges. At intervals during the year, a bill for the actual charges made will be sent to the student. If this bill, or any other indebtedness, is not paid by the end of the semester, credits will not be granted for the work performed. Any unspent balance is refunded at the end of the academic year.

No reduction or refund of the tuition charge will be made after the first two weeks of any semester. If a student withdraws before the completion of the first two weeks, there will be a complete refund of his tuition. In case of withdrawal or absence due to illness, full refund of the residence fee cannot be made, since overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness of four weeks or more, a partial refund of the residence fee, in the amount of \$10 for each week of absence, will be made. The unit fee cannot be refunded for any reason.

College Responsibility

The college is not responsible for loss due to fire, theft, or any other cause. Students who wish to take out fire insurance may apply for information at the Business Office.

Monthly Payments

Parents who prefer to pay tuition and other fees in monthly instalments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges for financing, may be obtained from the Business Office.

FINANCIAL AID

Students at Haverford pay only a portion of the entire cost of their education, since endowment income covers 50 percent of it. Nevertheless it must be recognized that the student bill is a considerable sum. Fortunately, the college has many resources to aid in meeting expenses. As a result, no able and responsible student who is seriously interested in Haverford should hesitate to apply because of financial reasons.

The main sources of financial aid are described below. A more detailed discussion of the problem is described in a separate booklet entitled *Financial Aid at Haverford*.

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The financial aid program—scholarships, loans, and jobs—is administered by a committee consisting of the Director of Admissions, who serves as chairman, the Dean of the College, and the Dean of Students.

Scholarships

Scholarships are awarded on a basis of merit and individual need. While no scholarship is given for more than one year, it is the practice to continue the scholarship if a student's scholastic performance has been satisfactory and his need continues.

No scholarship will be given to a student whose academic standing is unsatisfactory.

No scholarship will be given to a student whose previous college bill has not been paid in full.

Candidates for freshman scholarships must file a financial statement with the College Scholarship Service, Box 176, Princeton, N. J. 08540, before January 15th. Copies of the form to be used may be obtained from the applicant's high school or from the College Scholarship Service.

Inquiries about scholarships for incoming students should be addressed to the Director of Admissions.

Students enrolled at the college must submit all preliminary correspondence and applications for undergraduate scholarships for 1966-67, together with supporting letters from parents or guardians, to the Dean before April 15, 1966.

It is assumed that requests for scholarships will not be made by those whose expenses can be met by their parents or from other sources.

CORPORATION AWARDS—Four Corporation Scholars will be chosen in the senior, junior and sophomore classes. The selection will be made on the basis of the highest general averages for the preceding year. Each Corporation Scholar will be awarded \$50. No application for these awards is necessary.

ENDOWED SCHOLARSHIPS—Included in the college's endowment are a number of funds designated especially for scholarships. A list of the endowed scholarships appears on pages 139-144 of this catalog.

GENERAL SCHOLARSHIPS—In addition to the endowed scholarships, a general scholarship fund is available. Scholarships awarded from this fund will vary in size and number according to the needs of the applicants.

Student Loan Funds

Loan funds are available for students in good standing who demonstrate financial need.

Haverford College does not participate in the NDEA Loan Program, but has established a College Loan Fund which is similar in most important respects. Any member of the student body who qualifies may borrow up to \$1000 a year under this plan.

Short-term loans are available for emergencies. They are limited to \$300 a year, carry no interest charge, and are repayable within the academic year.

Inquiries about loans for incoming students should be addressed to the Director of Admissions; others should be addressed to the Dean.

Student Aid

In addition to the Student Loan Fund and to scholarship help, the college offers students the opportunity to work at standard rates in the Library and as clerical assistants to faculty and administrative officers of the college. The program of student aid is administered by the Dean of Students.

Placement

Haverford's placement service is under the direction of the Director of Alumni Affairs. Senior and alumni registrants are offered vocational guidance, and interviews are arranged with prospective employers. Throughout the academic year, and especially during February and March, employment officers of corporations, government agencies, and service organizations come to the Haverford campus for interviews with undergraduates and alumni.

FELLOWSHIPS AND PRIZES

THE CLEMENTINE COPE FELLOWSHIP was established in 1899. The income is applied to "assisting worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers. Candidates shall be nominated by the college faculty to the Board of Managers."

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The faculty will nominate a First Cope Fellow and a Second Cope Fellow whose individual stipends, not to exceed \$1,000, will be determined by the Board.

Letters of application for the Clementine Cope Fellowship must be in the hands of the President not later than March 1, accompanied by whatever statements of extracurricular activities the candidates consider relevant.

AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIPS were established in 1964 "in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885."

The scholarships are awarded in English literature or philology, the Classics, German literature or philology (in order of preference) to students who have received the bachelor's degree from Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy, or such degrees as may in the future correspond to that degree. In making the awards the college will take into consideration the candidate's promise of success in graduate work and the availability of other financial assistance in the candidate's proposed field of study.

The scholarships shall be awarded only to unmarried men; they may be awarded to the same student for two or three years in succession, but not longer than three years. Ordinarily one scholarship will be awarded each year and the stipend will be \$900. In years when finances permit, two scholarships may be awarded.

Letters of application for the Augustus Taber Murray Scholarships must be in the hands of the President not later than March 1, accompanied by whatever statements of plans the candidates consider relevant. The faculty of the college will select the Augustus Taber Murray Research Scholars.

PRIZES of various kinds are awarded by the college for excellence or special achievement in specific areas of accomplishment, both academic and non-academic. Descriptions of these prizes and rules governing their award are given on pages 145-148 of this catalog.

Honor Societies

PHI BETA KAPPA.—The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, alumni members, and honorary members, based upon scholarly attainment and distinction, takes place at the end of the

academic year. *President*: John F. Gummere '22; *Vice-President*, George H. Nofer, II '49; *Secretary*, Harry W. Pfund '22; *Treasurer*, Holland Hunter '43.

FOUNDERS CLUB.—The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes. *President*: Stephen R. Miller '49, *Secretary*, Hunter R. Rawlings, III '66.

CURRICULUM

Haverford is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and understand, and to make sound judgments based on knowledge and on thought. The requirements for the degree insure the exercise of these skills in each of the broad fields of human knowledge, and their subtler development in a single field of concentration.

Bachelor's Degree

To graduate from Haverford College a student must complete successfully four years of academic work, at least 36 semester courses,* and three years of physical education (part of which may be replaced by work in the Arts and Service Program). Credit for a year of academic work is given to a student who has passed at least eight semester courses with an average of at least 60 for the freshman year, 65 for the sophomore year, and 70 for the junior and the senior years. Under the Flexibility Program (see page 45) some students are permitted to graduate with less than four years of work as here defined.

Among the courses taken, the student must include Freshman English, the courses required for his major department, and, during the first three years, those required under the limited electives program (see below). To avoid undue specialization, the college requires that at least 21 courses must be passed in departments other than that of the student's major. In each course which is required as a part of his major program, a student must achieve a minimum grade of 65. He must also include course 100 in his major department during the second semester of the senior year, at the end of which he

* For the class of 1966, the requirement is 38 semester courses.

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must take the major examination in that department, and receive in it a grade of at least 70. The degree conferred upon candidates meeting these requirements is that of Bachelor of Arts or, for men majoring in natural science, mathematics, or engineering who request it, Bachelor of Science.

Course Load

The total number of courses required for graduation, as stated above, is 36, of which 20 are normally taken by the end of the sophomore year. However, on recommendation by the adviser and approval of the Dean, a student may take as few as 18 courses during the first two years. With this limitation, the 36 courses may be distributed among the normal eight semesters of residence as the student and his adviser see fit—five courses in each of four semesters (normally the first four) and four courses in each of the remaining four semesters. Any student is free to take more than 36 courses, but to take more than five at one time he must have had an average of 80 or better in the preceding semester.

Course Intensification

The college believes that wide diversity of course experience is an important part of a Haverford education, but the college also recognizes that students may sometimes profit from the opportunity on occasion to work more intensively on a smaller number of subjects. Therefore, with the approval of his adviser, a student may, if he wishes, effect reduction in the number of different subjects he is studying at any time except in his freshman year by registering, with the instructor's permission, for double credit in one, and in unusual cases, more than one of his courses. In a double credit course the student undertakes an approved program of independent study in conjunction with a regular course or a project course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects and the instructor of the course must be the final judge of whether or not it should be attempted. In unusual cases, a student may apply to the Committee on Academic Flexibility for permission to pursue a reduced program without enrolling in a double credit course.

Limited Electives

To ensure breadth of distribution, every student is required to take a certain number of courses in each of four designated areas of study. This requirement must be satisfied before a student can be admitted to senior standing. Exception may be made with the permission of the major supervisor and the Dean. The requirements are as follows:

CURRICULUM

1. **FOREIGN LANGUAGES:** Students whose native language is English are required to pass at least one full-year course in a foreign language above the elementary grade. For the purpose of this requirement all first year foreign language courses are considered as of elementary grade. Ordinarily this requirement shall be satisfied by the end of the sophomore year.

At the time a student is admitted to a department his major adviser, in consultation with the student and his language instructors, shall make a decision as to whether the student's projected upperclass work and special interests require him to pursue additional language study and if so what study is required.

2. **HUMANITIES:** Division of courses into (a) and (b) categories is designed to assure that each student will have experience in the two areas: philosophic and religious, and literary and aesthetic. While recognizing that each humanities course may have some elements of both areas, the faculty has agreed that the desired objectives can be reached by requiring that each student shall pass two semester courses in each of the following categories (a) and (b):

- (a) Humanities 21-22; all courses in Philosophy except 16, 31, 32, 36, and 47; all courses in Religion.
- (b) All courses in Classics numbered above 14; all courses in English numbered above 16, except English 40; all courses in French numbered above 22; all courses in German numbered above 14, except German 21; all courses in History of Art and in Music; Russian 201, 203 (at Bryn Mawr); all courses in Spanish numbered above 14.

3. **NATURAL SCIENCES AND MATHEMATICS:** The requirement may be met by passing four semester courses chosen from:

Astronomy, Biology, Chemistry, Mathematics, Physics, and Physical Science 36.

At least one of the four semester courses must be a laboratory course. Excluded from the category of laboratory courses are Biology 11, Physical Science 36, Physics 15, 16, and all courses in the Department of Mathematics.

4. **SOCIAL SCIENCES:** The requirement may be met by passing four semester courses from at least two departments in the social sciences: Economics, History, Political Science, Sociology, Psychology (limited to Psychology 11, 12, 22, 23, 32). Included must be at least one of the following courses, which contain contemporary, quantitative materials not normally treated in secondary schools: Economics 11, 12, Political Science 12, Psychology 11, 12, Sociology 11. This requirement may not be met solely with courses listed and crosslisted in a single department.

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Courses listed jointly under history and English, or history and Classics, may be used in meeting the Social Science requirement or the Humanities (b) requirement, but not both. Neither Religion/History 27, 28 nor Religion/History 40 may be counted toward the Social Science requirement.

Courses taken at other institutions will not normally be accepted as satisfying limited elective requirements. For transfer students, credit toward limited elective requirements for work already done is evaluated by the Dean at the time of admission.

Free Electives

A number of courses sufficient to bring the total to at least 36 semester courses shall be chosen by the student in consultation with his faculty adviser, with the understanding that the college reserves the right, through the adviser and the Dean, to prevent unreasonable combinations of courses.

Non-Academic Electives

Three terms of physical education or of courses in the Arts and Service Program are required of each freshman, sophomore, and junior, as described on pages 99 and 124-127. These courses must be taken in addition to the 36 semester courses of academic work normally required for a degree.

Major Concentration

A student may elect to major in any one of the following departments: Astronomy, Biology, Chemistry, Classical Archaeology (Bryn Mawr College), Classics, Economics, Engineering, English, French, Geology (Bryn Mawr College), German, History, History of Art (Bryn Mawr College), Italian (Bryn Mawr College), Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Russian, Sociology and Anthropology (at Bryn Mawr College if emphasis is on Anthropology), Spanish.

Definite requirements are stated under the name of each department on pages 57-124. During the fourth semester of his attendance each student should confer with the major supervisor of the department in which he wishes to major, and apply to him for written approval of a program of courses for the last four semesters. Such a program must provide for the completion, by the end of the senior year, of approximately twelve semester courses, or the equivalent, at least six of which must be in the major department and the others in closely related fields. Should the student's application

be rejected by all departments in which he is interested, he should consult the Dean. Failure to file with the Dean, before the date specified on the college calendar, a copy of his major program signed by his major supervisor, will entail a fine of \$5. Any student who continues delinquent in this matter, unless he is excused by the Dean, will be debarred from the final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be promoted.

A student who applies for permission to become a major in any department may be rejected for *scholastic reasons only*. The college rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses"* of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above, but below 75, the decision will be at the discretion of the major supervisor.

A student who has been formally accepted as a major by any department has the right to remain as a major in that department as long as he is in college. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new major supervisor and the Dean.

Each senior must take a special major comprehensive examination (written, oral, or both) during the period scheduled for such examinations. The purpose of this examination is to promote the student's comprehension, integration and application of the knowledge acquired in the field of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70. In case of failure, a candidate may, with the permission of his major supervisor, present himself for re-examination at a date (to be determined by the major supervisor) later than Commencement Day of the current year.

* "Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

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If the re-examination is taken one year later, during the regular period of major examinations, there is no fee. But if the candidate applies for re-examination at an earlier date (involving the preparation of a special examination for one individual), and if the request is granted, the fee is \$25.

As special background for the comprehensive examination a senior shall engage in a period of study, technically called course 100, in his department of concentration during the semester preceding that examination. This period of study shall be counted as one of the five courses normally carried by the student during his final semester. Evaluation of the work in course 100 may be included in the grade earned by the student in his comprehensive examination.

In case of failure of the comprehensive examination a student does not necessarily repeat the term work of course 100, but follows the application procedure for re-examination as indicated above. A student may not take more than two re-examinations in the field of his major concentration.

Students taking majors under the supervision of Bryn Mawr College will note that their course 100 may extend over more than one semester; if this is the case, credit for two courses at Haverford will be granted if the work in each semester of this course is satisfactory.

Examinations in courses in the major subject taken in the last semester of the senior year may be omitted at the discretion of the major supervisor.

Courses taken in Summer School will not satisfy Haverford course requirements for the major unless prior written approval is granted by the major supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *interdepartmental major*. The program of courses, the nature of the 100 course, and the nature of the comprehensive examination for an interdepartmental major are to be worked out in advance (that is, when the major is selected) by the student, with permission of the Dean, in consultation with and subject to the approval of the chairmen of the departments concerned, one of whom will be designated as major supervisor for that student.

In rare cases, and only for high ranking students, a *double major* may be arranged, in which the student takes the complete major in each of two departments. In order to take a double major, a student must receive permission from the Dean as well as from the chairman of each of the departments concerned.

Freshman Program

Each freshman, on entering the college, is assigned to a faculty member as adviser. Unless the student or the adviser requests a change, the student keeps the same adviser until he chooses a major near the end of the sophomore year, when the chairman of the major department becomes his adviser. Assignment of advisers for incoming students is made by the Dean, on the basis of the best evidence available to him. If the student finds another faculty member whom he would prefer to have as adviser, he is urged to inform the Dean of this preference, so that, if possible, the change can be made.

An important function of the adviser is to help the student select a plan of study, consistent with college requirements, which is suited to his special needs. The limited elective requirements are designed to assure that each student will acquire breadth of knowledge and of interest to enrich his life and to enable him to relate his special field to other fields; they will assure that he encounters areas of knowledge and ways of thinking which may be new to him, and which might change altogether his ideas about desirable areas of specialization. Since it is important that this diversified experience be gained early, the faculty requires that English be taken throughout the freshman year, and strongly recommends that the other courses be one in language, one in natural science or mathematics, and one in social science, with the fifth course chosen freely.

The courses open to freshmen are numbered 11 to 20 in the section on Courses of Instruction. If he is qualified, a freshman may be permitted by the department concerned and by the Dean to take more advanced courses.

A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

Each freshman's capacity for oral expression is considered early in the academic year, and further training in speech is given to those who need it, as well as to any others who may request it.

Flexibility Program

Since different students have different needs, abilities, and goals, there may be cases where the general regulations prevent a student from making the best use of educational opportunities at Haverford. Provision is therefore

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made for changing the normal requirements in certain individual cases. Particular emphasis is placed on attempting to take advantage of any advanced work, such as that done under the Advanced Placement Program, which a student may have completed successfully before entering the college.

Power to act on requests for exceptions to any of the academic regulations is in the hands of a standing committee of the faculty, called the Committee on Academic Flexibility, which consists of three faculty members and the Dean of the College. Before granting an exception, the Committee will secure approval from the student's major supervisor or, if the student is an underclassman, from his adviser and from the chairman of the department in which he proposes to major. Any student who believes that a special course program would promote his best intellectual development, is invited to present a proposal to this group. Students with exceptional abilities or exceptional preparation or both (including especially those students who enter with several credits from the Advanced Placement Program) are encouraged to consider whether a program out of the ordinary may help them to make the most of their opportunities. The college suggests consideration of the following, as examples of special programs which might be followed:

Enrichment and Independent Study: Students with outstanding records who have the approval of the appropriate departmental chairmen and the Committee on Academic Flexibility may depart from the usual course patterns. Three examples follow:

- (a) A student admitted to the *Thesis Program* may enroll in his senior year in as few as three courses, and will complete a thesis based on independent work.
- (b) A student admitted to an *Interdepartmental Program* must first have been accepted as an interdepartmental major (the two departments need not be in the same division). His program, which may include a reduced course load and a thesis, as in (a) above, will also include some advanced independent work relating to both departments.
- (c) A student admitted to a *Concentrated Program* will be permitted more than the usual amount of concentration, taking in each of two or three of his last four semesters, two double credit courses in his major field, or a closely related field.

Students who meet the standards set by departments for *honors*, may be granted departmental or interdepartmental *honors* for these programs.

Graduation in Less than Eight Haverford Semesters: Students with extra credits, gained from the Advanced Placement Program, summer school, or carrying an overload, or from some combination of these, may be able to finish requirements for the Haverford degree in less than the normal four years. Other students may obtain credit for a year's work under either the Junior Year Abroad or the Junior Year Language programs. Such students, like transfer students, may graduate after fewer than eight semesters at Haverford, but with the usual 36 course credits.

Sufficiently mature students, if they possess outstanding ability or are judged to have legitimate reason for special consideration, may be allowed to graduate without necessarily accumulating all of the credits normally required. The Committee on Academic Flexibility may approve an individual student course program for graduation with fewer than the usual number of courses. Three examples of possible programs are:

- (a) *Graduation After Three Years:* A student who has done consistently good work and who, by the beginning of his second year at Haverford, has credit for 15 or more courses, may request permission to graduate after only two more years at the college. If such permission is granted, it will be with the proviso that he must maintain a very high level of performance and, to help assure sufficient breadth in his program, he must not only meet the usual limited elective and minimum departmental requirements, but must study for four consecutive semesters some subject (or meaningful combination of subjects) outside of the division in which his major department lies. His continuation in this program is subject to review, before he enters his senior year, by the Committee and by his major supervisor.
- (b) *A Term Away from Haverford:* There may be occasion when a student's needs are best served by studying or serving elsewhere for a time, without gaining formal academic credit, as he would if he were in a program like Junior Year Abroad. A student accepted into the "term away" program must meet all departmental and limited elective requirements, and must successfully complete a total of seven semesters at Haverford and at least one semester elsewhere (or six at Haverford, and two or more elsewhere) engaged in a program (academic, service to others, gainful employment, etc.) approved in advance by the Committee on Academic Flexibility and by his major supervisor, and evaluated by them after completion.

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- (c) *Reduced Course Load*: The 36 course requirement in effect at Haverford helps to assure that diversity which is an important part of a liberal education. There may, however, be students who could profit by carrying fewer than the normal number of courses each semester. The Committee on Academic Flexibility is authorized to permit some students, where good reason can be shown, to omit one of their courses.

Graduation in More than Eight Haverford Semesters: Although most students are expected to graduate in four academic years, some, as indicated above, may take less and some may be permitted to take more. The Committee on Academic Flexibility may permit some students to remain at Haverford for a fifth year. Examples would include students with physical handicaps which prevented them from carrying a full load, students who change their goals or who have aspirations (such as a double major) for which more than four years might be required, and students who wish to take, simultaneously with their work at Haverford, part-time work elsewhere (such as journalism, design, etc.) for which *academic* credit at Haverford is not appropriate.

Developmental Reading

A program of developmental reading, under the direction of Mr. F. D. Comfort, offers an opportunity for students to improve their reading and study proficiency. Few students, if any, have realized their real potentiality in this field. Through a series of conferences, and possibly some group sessions, methods of developing higher level reading skills are explored and practiced. Any student who is willing to concentrate upon it, while reading for his various subjects, will find that he can increase his speed and comprehension. Also, by giving thought to the different purposes of reading, and practicing methods appropriate to each purpose, he may increase his adaptability, making each type of reading more effective.

Preparation for Professions

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The college does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that

the best preparation for graduate work is a liberal education, with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 12 and Biology 21), Chemistry 13, 14 (or 15, 16), 25, 26, and Physics 13, 14.

Students who plan to go to professional schools should seek advice as early as possible from appropriate faculty members as follows: business administration, Mr. Teaf; education, Mr. Lyons; engineering, Mr. Hetzel; law, Mr. Diamant; medicine, Mr. Cadbury; theology, Mr. Spiegler.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This adviser will be able to guide him in his selection of courses, his choice of major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from the faculty members mentioned above.

Regulations

Conflicting Courses

A student is not allowed to elect conflicting courses, except with the permission of the Dean and the two instructors concerned.

Audited Courses

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing.

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Course Changes

Courses may be changed during the first week of each new semester. During that time students are free to make changes after consultation with their advisers and the Dean.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his adviser and of the Dean.

Evaluation of Academic Performance

The instructor in each course submits at the end of each semester a numerical grade for each student. A grade of "c.i.p." (course in progress) may be submitted at midyears for senior research courses which run throughout the year, and for certain other year courses, as agreed on by the instructor and the Dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45). The grades obtained by each student are averaged together to give evidence of his overall performance during that semester. If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "dr" and averaged as 40, except that if the drop is permitted by the Dean for reasons, such as illness, beyond the student's control, it is recorded as "w" (withdrawn) and is not included in computing the average.

The Committee on Academic Standing reviews students' records at intervals, and has authority to drop students from college, or to set requirements for additional work in cases of students whose work is unsatisfactory. As a rule, the committee will drop from college freshmen who do not receive the required minimum average of 60, sophomores whose averages are below 65, and juniors and seniors whose averages are below 70. However, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the college may be dropped.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the Registrar at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the Dean for a special examination. If the request is granted, and the student takes the special examination, the grade in that examination will replace the grade originally received in the mid-year or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

Intercollegiate Cooperation

The variety of courses available to Haverford students is greatly increased as a result of a cooperative relationship among Haverford, Bryn Mawr, Swarthmore, and the University of Pennsylvania. Under this arrangement, full-time students of any of these four institutions may, upon presentation of the proper credentials, enroll for courses at another institution of the group without added expense.

Students wishing to take advantage of this arrangement must obtain the permission of the Dean. Such permission is seldom granted to freshmen, but is normally granted to others unless the course in question conflicts with required appointments at Haverford. It is not granted if an equivalent course is offered at Haverford; however, if taking the course elsewhere will resolve a serious schedule conflict, the Dean, with the consent of the department offering the equivalent course, is empowered to make an exception.

Haverford students taking courses at Swarthmore or the University of Pennsylvania are expected to make their own arrangements for transportation. Arrangements for transportation to classes at Bryn Mawr for students who need it is made through the office of the Dean of Students.

Junior Year Abroad

Well-qualified students who request it may be granted permission to spend the junior year studying in a foreign country. Such permission will require approval of the student's major supervisor and the Dean. If the student is not a language major, approval will also be required of the chairman of the department of the language spoken in the country selected. Interested students should consult the Dean early in the sophomore year; he will direct them to faculty members best qualified to advise them. Students who may want to take their junior year abroad should plan their programs so that all limited elective requirements are completed by the end of the sophomore year. The program of studies abroad must be worked out in advance; if

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the program is completed successfully, the college will grant credit toward the degree for the work of the junior year. Scholarship funds may be transferred for approved study abroad.

Junior Year Language Program

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford—Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his sophomore year in a program of intensive study of the language chosen, and then spends the junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his major at Haverford.

Students interested in this program should confer with the Dean in the early spring of the sophomore year. To be nominated by the college, a student must have a good academic record, and must have secured the approval of his major supervisor. Selection from among the nominees is made by Princeton University.

Students who wish to study the less common languages without taking time away from Haverford should consider the offerings in Italian at Bryn Mawr College and in Oriental, Scandinavian, and Slavic languages at the University of Pennsylvania. Arrangements for taking such courses may be made in consultation with the Dean.

Non-Western Studies

Students wishing to focus their interests in non-Western areas are encouraged to enroll in courses centering on Asian or African materials offered by several departments in the humanities and social sciences at the three Quaker colleges and to arrange for regional concentrations in fulfilling departmental requirements for majors. Interested students should consult Professor Harvey Glickman, who represents Haverford on a Three-College Non-Western Studies Committee. The other members of this committee are Professor Melville T. Kennedy, Jr., of Bryn Mawr, and Professor John M. Moore, of Swarthmore.

Visitors and Lectures

Individual departments of the faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened as a result of a generous bequest from the late William P. Philips. A substantial sum from this bequest is used to bring to Haverford "distinguished scientists and statesmen," whose visits may last anywhere from a few hours to a full academic year. On pages 15-17 of this catalog is a list of the visitors brought to the campus under this bequest during the academic year 1964-65. A recent bequest from the late William Gibbons Rhoads and a generous gift from a donor who wishes to remain anonymous enable the college also to bring to the campus distinguished visitors in the humanities.

The Haverford Library Lectures and the Shipley Lectures, both endowed lectureships, provide annual speakers. The endowment for the former, a gift from the estate of Mary Farnum Brown, is available "for an annual course or series of lectures before the senior class of the college, and other students, on the Bible, its history and literature, and as a way may open for it, upon its doctrine and its teaching." The fund for the latter was presented by Samuel R. Shipley, in memory of his father, Thomas Shipley. The income from the Shipley fund is used "for lectures on English literature." At the weekly Collection meetings of the whole college, prominent visitors talk to the student body on subjects of current interest.

The Class of 1898 Lectureship was established by that class in 1948.

GRADUATE STUDY

The college is empowered to grant degrees of Master of Arts or Master of Science, but very few candidates for these degrees are currently being admitted. The resources of the T. Wistar Brown fund, formerly used to assist such candidates, are currently being used for the support of mature scholars who wish to study in fields which Haverford's position as a Quaker college makes particularly appropriate. Normally such scholars are not candidates for degrees at Haverford.

Inquiries about graduate work at Haverford should be addressed to the Director of Admissions.

HONORS

Honorable Mention

Honorable mention in a single year course will be awarded at the end of the freshman or sophomore year, or at the end of the junior or senior year in any course outside a student's major field, for acceptable work in that course and additional work in the total amount of not less than 75 hours. Candidates for *honorable mention* must obtain a minimum average of 85 in the regular work of the year course and may be required to pass an examination on the additional work. Two courses of one semester each in the same department may be construed as a single course.

A student who has received the prescribed grade in the regular work of a course required for *honorable mention*, but who has not done the additional work required in connection with that course, may do so with the consent of the professor in charge during the succeeding year.

Final Honors

Final honors are awarded to students who have undertaken and carried through academic work of high quality. *Final honors* are of two kinds, those awarded by departments and those awarded by the college.

1. A student who is considered to have the requisite ability is invited by his department to become an *honors* candidate as early as possible in the course of his major work. The exact nature of departmental *honors* work and the criteria used in judging it are listed in the departmental statements in this catalog. For *honors* the work in the department must be considerably superior to that required for graduation. The student must demonstrate his competence, insight and commitment to his field of interest.

Individual departments may award *honors* to students whose departmental work has been of high quality and *high honors* to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

2. Students who have been awarded department *honors* may be invited by the Committee on Honors, Fellowships, and Prizes to stand for college honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree the significant relations between the area of his own specialized competence and his college work as

HONORS

a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the committee.

The Committee on Honors, Fellowships, and Prizes will fix the minimum academic standards and procedures acceptable in any year for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.

COURSES
OF
INSTRUCTION

HAVERFORD COLLEGE

The numbering system used in this Catalog involves a two-digit number for each semester course. Courses numbered from 11 through 20, primarily freshman courses, are open to all students; courses numbered from 21 through 30 are open to sophomores, juniors and seniors; courses numbered from 31 through 60 are open to juniors and seniors; courses numbered from 61 through 80 are open only to seniors; courses numbered from 81 through 89 are project courses open to seniors and, in exceptional circumstances, to juniors; in each department the course in preparation for the comprehensive examination is numbered 100.

When two course numbers, followed by a single description, are joined by a hyphen, the course is a year course; a student who takes the first semester of such a course must normally take the second semester. When two course numbers followed by a single description are separated by a comma, the first semester may be taken without the second, though the two are normally taken together as a year course. In either case, the first semester course is prerequisite to the second.

Unless further designated with an *a* (first semester) or a *b* (second semester), courses with uneven numbers are given in the first semester; those with even numbers in the second.

Where a course is listed as a prerequisite for another course, a grade of 65 or better will be required in the prerequisite course, unless otherwise specified; in exceptional circumstances, however, the instructor may waive this requirement at his discretion.

The college does not assign a specific number of credit hours to each course. However, for agencies which require that records be submitted in terms of credit hours, the following rules apply: Each semester's work, if completed satisfactorily with a full load of four or five courses, carries 15 semester hours credit. If a course is failed, credit is reduced by one-fourth or one-fifth, depending on whether the student is carrying four or five courses. Three hours is added for each course over five. Each laboratory course, when evaluated separately, is counted as four semester hours.

ASTRONOMY

PROFESSOR LOUIS C. GREEN, *Chairman*

ASSISTANT PROFESSOR MIRIAM W. JAFFE

The departmental work is designed to give students an understanding of and an interest in the universe in which they live. The relation of astronomy to other fields of learning is kept to the fore.

Major Requirements

Astronomy 11, 12; three courses chosen from Astronomy 41, 42, 44, 45, 46; Astronomy 81 or 82, 100; Mathematics 21; Physics 15, 16. Three written comprehensive examinations of three hours each.

Requirements for Honors

All astronomy majors are regarded as candidates for *honors*. The award of *honors* will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

11, 12. DESCRIPTIVE ASTRONOMY

Mrs. Jaffe

Four hours, including one laboratory period a week.

Our knowledge of the motions, composition, organization, and evolution of the solar system, stars and galaxies is presented, together with explanations of the methods by which this information is obtained. Prerequisite to Astronomy 12 is Astronomy 11 or consent of the instructor.

41. GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called Physics 41)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Physics 15, 16.

Offered in 1965-66 and alternate years.

42. PLASMA PHYSICS

The principles of magnetohydrodynamics and plasma physics are developed and applied to such topics as the earth's magnetism and paleomagnetism, the Van Allen belts; the origin and variations of the radio, ultraviolet, and cosmic ray fluxes; the

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distribution and alignment of the interstellar dust, the presence of synchrotron radiation in cosmic sources, and the magnetic field of the galaxy. Prerequisite: Physics 15, 16.

Offered in 1965-66 and alternate years.

44. QUANTUM MECHANICS OF ATOMS AND MOLECULES Mr. Green
(Also called Chemistry 44)

The structure and spectra of atoms and simple molecules are derived quantum mechanically. A brief demonstration of the use of group theory is included. Considerable time is devoted to the quantum mechanical explanation of the chemical bond, its ionic, covalent, and metallic character, as well as its steric properties. The interpretation of laboratory and astronomical spectra is discussed. Prerequisite: Mathematics 13, 14, Physics 13, 14, and either Chemistry 13, 14 or 15.

In 1965-66, offered at Bryn Mawr College as Chemistry 303b.

45. ADVANCED CLASSICAL MECHANICS Mr. Green
(Also called Physics 45)

The Lagrangian and Hamiltonian formulations of mechanics are developed and applied. The Hamilton-Jacobi equation is derived. Action-angle variables are demonstrated and, together with perturbation theory, are applied to the motion of natural and artificial satellites. Planetary theory is treated briefly, and galactic dynamics is considered. Prerequisite: Physics 15, 16.

Offered in 1966-67 and alternate years.

46. STELLAR EVOLUTION AND THE ORIGIN OF THE ELEMENTS Mr. Green

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered. Prerequisite: Physics 15, 16.

Offered in 1966-67 and alternate years.

- 81, 82. SPECIAL TOPICS IN ASTROPHYSICS Mr. Green

The content of this course may vary from year to year, but will usually deal with the determination of the abundance of the elements in stellar atmospheres. In this latter case the observational material will be high dispersion spectra obtained at one of the major American observatories. It may be repeated for credit. Prerequisite: considerable maturity in mathematics, physics and astronomy.

BIOLOGY

PROFESSOR ARIEL G. LOEWY, *Chairman*

ASSOCIATE PROFESSOR MELVIN SANTER

ASSOCIATE PROFESSOR IRVING FINGER

ASSISTANT PROFESSOR DIETRICH KESSLER

The biology program is designed to give a solid foundation in general biological principles, an insight into recent developments of experimental aspects of the field, and an opportunity for a research experience in the senior year.

Biology 11 and 12 are semester courses designed primarily for students not intending to major in biology. The prospective biology major normally takes no biology in his freshman year, but instead prepares himself for work in biology by taking chemistry and perhaps mathematics or physics.

The courses designed for the major program are built up in a series of three stages:

- 1) Two sophomore courses (21, 22) which introduce the student to cellular and comparative biology.
- 2) Four advanced courses (31, 32, 33, 34) to be taken at the junior or senior level, designed to create sufficient competence for research in the senior year.
- 3) One Senior Research Tutorial (chosen from 61-62, 63-64, 65-66, 67-68) involving reading of current literature, laboratory research, student lectures and seminars, and a senior thesis. The topics of these research tutorials lie in the areas of principal interest of the instructors.

Major Requirements

Biology 21 and either 22 or 11 and 12; Biology 31, 32, 33, 34; one year-sequence of biology courses in the 60's; Biology 100; Chemistry 13, 14 or Chemistry 15; Chemistry 25, 26. Where prerequisites are required for these courses, the student must achieve a grade of at least 70 unless otherwise stated, or receive the consent of the instructor to apply them as prerequisites.

The department strongly recommends the following additional courses since they provide a minimum theoretical background for advanced work in biology: Mathematics 13, 14; Physics 13, 14; Chemistry 16, 21, 22.

Biology 100 consists of a series of seminars given by students and designed to tie together the work done in the four Senior Research Tutorials, and a written comprehensive examination at the end of the senior year.

Requirements for Honors

Since all biology majors participate in the departmental senior research program, they are all candidates for departmental *honors*. These are awarded upon consideration of the following criteria of achievement: (a) grade average in courses, (b) senior research and thesis, (c) performance on the comprehensive examinations.

11. GENETICS AND THE ORIGIN OF SPECIES

Mr. Finger

An introduction to the physical basis of inheritance (genes and chromosomes) and to the changes in living things that have occurred throughout time (evolution). Evidence will be drawn from classical sources and from contemporary molecular biology.

12. BIOLOGICAL PROBLEMS FROM MICROBES TO MAN

Mr. Kessler, Mr. Loewy, and Mr. Santer

Four hours. Three lectures and one laboratory period each week.

This course will consider such topics as (a) how studies with microorganisms have contributed to our understanding of some important biological problems; (b) studies of living systems which shed light on problems of development and behavior; (c) the origin of man and his development through pre-history; (d) certain aspects of the bioecology of our planet which are of special significance to man.

21. THE BIOLOGY OF THE CELL

Mr. Loewy and Mr. Santer

Four hours. Three lectures and one laboratory period each week.

An introductory course in the areas of cell biology conventionally denoted as physiology, biochemistry, and biophysics. The course will attempt to give insight into the methods and subject matter of the physical-chemical approach to the study of living systems. This is a sophomore course; students who wish to postpone it to the junior year should obtain permission of the instructor at the end of the freshman year. Prerequisite: Chemistry 13, 14, or 15, or consent of the instructor.

22. READING COURSE IN COMPARATIVE BIOLOGY

Staff

This course will consist of readings, a final examination, and some laboratory work. Through readings in comparative biology, genetics, and evolution, the prospective biology major will prepare himself for advanced work in genetics and become acquainted with some of the diversity of biological systems used in modern biology. The reading list presented to each student will take into account his previous experience in biology. Laboratory work will be assigned on a similar basis. Enrollment limited. Admission by permission of the chairman of the department.

BIOLOGY

31. CELL BIOLOGY I: PHYSICAL AND METABOLIC BIOCHEMISTRY

Mr. Loewy and Mr. Santer

Four hours. Three lectures and one laboratory period each week.

A study of the structure and properties of proteins and nucleic acids. Emphasis will be placed on the physical-chemical approach to the study of macromolecules. A study of the various pathways of carbohydrate metabolism, including anaerobic and aerobic metabolism in microbial and animal cells. Prerequisite: Biology 21; Chemistry 25 must be taken previously or concurrently.

32. CELL BIOLOGY II: BIOSYNTHESIS OF MACROMOLECULES AND OTHER INTEGRATED PROCESSES

Mr. Santer and Mr. Loewy

Four hours. Three lectures and one laboratory period each week.

A study of metabolic processes leading to ATP synthesis. The following section will deal with the biosynthesis of amino acids and nucleotides, the biosynthesis of proteins, DNA, and RNA, and the biochemical evidence for the regulatory mechanisms which govern the production of macromolecules. A study of the integrated processes of the cell such as osmotic, electrical, and contractile work. Prerequisite: Biology 31 or consent of the instructor.

33. CELL BIOLOGY III: CYTOLOGY AND DIFFERENTIATION

Mr. Kessler

A study of intracellular structure and function emphasizing morphological and biochemical methods. Pertinent problems in cell differentiation are considered. Seminars are organized around discussions of original journal articles. Laboratory projects provide an introduction to cytochemistry with the light and electron microscopes. Prerequisite: Biology 21.

34. CELL BIOLOGY IV: HEREDITY AND REGULATION

Mr. Finger

Four hours. Three lectures and one laboratory period each week.

The topics to be emphasized are the structure and mutability of genes, transmission and storage of genetic information, and the transcription of this information into specific macromolecules. Cytoplasmic control of gene expression and other mechanisms for the regulation of gene activity also will be discussed. Prerequisite: Biology 11 or 22 and Chemistry 14 or 15, or consent of the instructor.

61-62. SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS

Mr. Loewy

Student research on the molecular basis of structure formation. Laboratory work is supplemented with readings related to the area of investigation and with the presentation of discussions by students. Prerequisite: Biology 31 or consent of the instructor.

63-64. SENIOR RESEARCH TUTORIAL IN CELL BIOCHEMISTRY

Mr. Santer

Student research on the chemical composition and hereditary control of cytoplasmic particles involved in protein synthesis. Laboratory work is supplemented with readings from the current literature and seminars by students on material related to the research. Prerequisite: Biology 31 or 32 or consent of the instructor.

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65-66. SENIOR RESEARCH TUTORIAL IN PHYSIOLOGICAL GENETICS

Mr. Finger

The two major problems to be studied are: the triggering of genes into action and the control of the assembly of specific antigenic proteins. Prerequisite: Consent of the instructor.

67-68. SENIOR RESEARCH TUTORIAL IN EXPERIMENTAL CYTOLOGY

Mr. Kessler

Research on changes in cellular structure correlated with functional changes, particularly in the nucleus with nucleic acid synthesis using electron microscopy and autoradiography. Student discussions based on reading and research are encouraged. Prerequisite: Biology 34 and consent of the instructor.

81, 82. PROJECTS IN BIOLOGY

Staff

Prerequisite: Consent of the instructor.

CHEMISTRY

ASSOCIATE PROFESSOR JOHN P. CHESICK, *Chairman*

PROFESSOR ROBERT I. WALTER

ASSOCIATE PROFESSOR COLIN F. MACKEY

ASSOCIATE PROFESSOR HARMON C. DUNATHAN

The program in chemistry is designed to develop familiarity with that science as an intellectual discipline. This approach both serves the function of contributing to the liberal education of non-professionals, and provides a sound basis for professional work in chemistry and related sciences. The courses are planned as a sequence which each student is encouraged to enter at as advanced a level and to complete as rapidly as his background and abilities will permit. Able students then have available a substantial block of time in the senior year for serious pursuit of a laboratory research problem, and for independent correlation and extension of the material presented in the individual courses.

A major in chemistry who plans to undertake graduate study in that or a related field should include in his program courses 34, 53, and two additional courses in either chemistry or physics, together with German 13, 14. This program provides a level of training equivalent to that recommended by the American Chemical Society. For the courses in chemistry required for premedical preparation, see page 49.

A grade of 3 or better on the CEEB Advanced Placement examination in chemistry will assure placement in Chemistry 15. A grade of 5 or 4 will usually qualify an entering student for placement in Chemistry 25 or Chem-

istry 16. The school course records and recommendations are the deciding factors in the cases of grades of 4. For students who have not taken the CEEB Advanced Placement examination, the assignment to Chemistry 15 or 13 will be based on school records and a placement test given at Haverford during freshman orientation week.

Major Requirements

Chemistry 13, 14 (or 15), 16, 21, 22, 25, 26, 51, 61 or 63, and 100; Mathematics 13, 14, and Physics 13, 14.

A student must earn a grade of at least 70 in those courses listed as prerequisite to an advanced course in order to qualify for admission to the advanced course.

Requirements for Honors

Students who are considered qualified will be invited to become candidates for departmental *final honors* during the second semester of the junior year. *Honors* candidates will be expected to complete a senior laboratory research problem at a level superior both in quality and quantity of effort to that expected in normal course work. The award of *final honors* by the department will be based upon superior performance in the research problem, in major courses, and in the senior comprehensive examinations.

13. PRINCIPLES OF CHEMISTRY

Mr. Walter and staff

Four hours. Three lectures and one laboratory period each week.

A study of stoichiometry, atomic structure and the periodic table, energy changes in chemical processes, and equilibrium systems. Illustrations are taken from each of the traditional branches of chemistry.

14. STRUCTURE AND BONDING IN CHEMISTRY

Mr. Walter and staff

Four hours. Three lectures and one laboratory period each week.

A study of the concepts of structure, isomerism, and functional group, the properties of covalent bonds and of covalent molecules, and the factors which influence the rates of reactions. Prerequisite: Chemistry 13.

15. PRINCIPLES, STRUCTURE, AND BONDING

Mr. Chesick

Four hours. Three lectures and one laboratory period each week.

A rapid survey of the topics covered in Chemistry 13, 14. Admission will be based upon the student's preparation and past performance in chemistry (see the statement above). May not be taken for credit after Chemistry 13, 14.

16. THE PHYSICAL CHEMISTRY OF EQUILIBRIUM SYSTEMS

Mr. Chesick

Four hours. Three lectures and one laboratory period each week.

A study of thermochemistry, chemical equilibrium, and the first two laws of thermodynamics. Laboratory exercises will consist of the quantitative study of various equilibrium systems. Prerequisite: Chemistry 14 or 15; Mathematics 13, 14 (may be taken concurrently).

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21. THE PHYSICAL CHEMISTRY OF REACTING SYSTEMS Mr. MacKay

Four hours. Three lectures and one laboratory period each week.

A study of electrochemistry, colligative and transport properties of solutions, the phase rule and phase equilibria, reaction rates and chemical kinetics, surface and polymer chemistry. Laboratory exercises will consist of the quantitative study of systems related to the lecture topics. Prerequisite: Chemistry 16.

22. THE PHYSICAL CHEMISTRY OF MOLECULES Mr. MacKay

The Boltzman distribution law, kinetic theory of gases, and elementary topics from statistical thermodynamics and quantum mechanics. Prerequisite: Chemistry 16 and Physics 14 (may be taken concurrently).

25, 26. ORGANIC CHEMISTRY Mr. Dunathan

Four hours. Three lectures and one laboratory period each week.

A survey of the chemistry of the functional groups common in organic compounds, and of the elementary theoretical basis of organic chemistry. Prerequisite: A grade of 70 or higher in Chemistry 14 or 15.

34. ADVANCED PHYSICAL AND INSTRUMENTAL METHODS LABORATORY

One lecture and two laboratory periods each week.

Mr. Chesick

Laboratory study of the applications of spectroscopic, x-ray, and other methods to the determination of molecular structure, and of the reactive and non-reactive interactions of molecules and ions. Prerequisite: Chemistry 21, 22 (may be taken concurrently).

44. QUANTUM MECHANICS OF ATOMS AND MOLECULES

(See Astronomy 44)

51. INORGANIC CHEMISTRY Mr. MacKay

Four hours. Two lectures and two laboratory periods each week.

Lectures on theoretical and systematic descriptive inorganic chemistry. Laboratory problems in qualitative inorganic analysis and inorganic preparations in aqueous and non-aqueous systems. Prerequisite: Chemistry 21 (may be taken concurrently).

53. QUALITATIVE ORGANIC ANALYSIS Mr. Walter

Four hours. Two lectures and two laboratory periods each week.

The identification of organic compounds, with major emphasis on degradative and spectroscopic methods as applied to structure determinations. Prerequisite: Chemistry 26.

54. ADVANCED ORGANIC CHEMISTRY Mr. Walter

Selected topics from the fields of stereochemistry and organic reaction mechanisms. Prerequisite: Chemistry 26.

Offered in 1966-67 and alternate years.

CLASSICS

56. BIOCHEMICAL MECHANISMS

Mr. Dunathan

The organic chemistry of proteins, polypeptides, and polynucleotides. The theory and mechanism of enzyme action. Chemical theories of active transport, muscle action, and the origin of nerve impulses. Prerequisite: Chemistry 26 and Biology 21 or permission of the instructor.

Offered in 1965-66 and alternate years.

61, 62. TUTORIAL IN PHYSICAL CHEMISTRY

Mr. Chesick and Mr. MacKay

63, 64. TUTORIAL IN ORGANIC CHEMISTRY

Mr. Walter and Mr. Dunathan

Students taking Chemistry 61 or 63 as a single course will generally engage in a closely directed literature survey and analysis of a problem of current research interest. Regularly scheduled group discussions of the progress of the investigation and analysis will culminate in an oral presentation and discussion of a term paper on the problem in January.

Students engaging in laboratory research investigations will generally register for 61 or 63 as a double course to be followed by 62 or 64 as a single course in the second term. Presentation of a paper covering the results of the investigations in the context of the existing literature will normally come near the end of the second semester. Laboratory work extending through two semesters is expected of candidates for departmental *final honors*.

CLASSICS

PROFESSOR HOWARD COMFORT, *Chairman*

ASSISTANT PROFESSOR WILLIAM C. SCOTT

INSTRUCTOR STEVEN LATTIMORE

The Classics Department offers instruction in the language, literature, and civilization of the Greek and Roman peoples. Principal emphasis is laid upon meeting the Greek and Roman legacy through the medium of the original languages, but courses in classical civilization offer opportunities to study ancient history and literature in English translation.

Two major programs offer students an opportunity either to specialize in the ancient world or to follow the classical tradition into its modern manifestations.

Major Requirements

Two major programs are available in this department:

A. Classics Major: twelve semester courses divided between Greek and Latin, of which two must be either Classics 31, 32 or 33, 34 or 81, 82; Classics 100; written comprehensive examinations in two sections: A. Translation from Greek and Latin, to be taken at a time set by the department, ordinarily not later than the second week of the

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second semester of the senior year. If a candidate fails this examination the department will decide when he may repeat it. B. Greek and Roman literature and history, taken at the end of the senior year.

B. Classics and the Classical Tradition Major: a specific program, to be approved by the department, involving at least one ancient language and one modern field of study; eight semester courses in Greek or Latin; four semester courses in the related field in other departments; a substantial paper, ordinarily written in connection with Classics 81, 82; Classics 100; a written comprehensive examination consisting of the Greek or Latin part of section A and all of section B of the Classics major comprehensive examination.

Requirements for Honors

A. Classics Major: an average of 85 or better in Classics courses during the junior and senior years; a grade of 85 or better on both sections A and B of the comprehensive examinations; either a substantial paper written during the senior year and due on or before May 1 on a topic approved by the department, or the completion of 300 pages of reading in Greek and Latin during the junior and senior years in addition to normal course assignments, the material to be chosen in consultation with the department; a one hour oral examination on honors and course work.

B. Requirements for *honors* in Classics and the Classical Tradition are the same as for *honors* in Classics except that courses in the related field outside the department are to be counted in computing the grade average; the student will not have the option of substituting reading in Latin and Greek for the paper; the oral examination will cover both ancient and modern parts of the candidate's special field.

Courses in Greek Language and Literature

11-12. ELEMENTARY GREEK

Mr. Scott

Thorough study of the elements of the language followed by reading of at least one important work of Greek literature such as a dialogue of Plato or a play of Euripides.

21, 22. INTRODUCTION TO GREEK LITERATURE

Mr. Scott and Mr. Lattimore

Extensive reading in Homer, lyric poetry, drama, and prose with lectures and reports on the history and chief features of Greek literature. Prerequisite: Classics 11-12 or the equivalent.

31, 32. GREEK LITERATURE IN THE FIFTH CENTURY

Mr. Scott

Study of Aeschylus, Sophocles, Herodotus, and Thucydides or of other Greek authors as dictated by the needs of the students enrolled. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1966-67 and alternate years.

CLASSICS

33, 34. GREEK LITERATURE IN THE FOURTH CENTURY AND LATER

Mr. Scott and Mr. Lattimore

Study of Demosthenes, Aristotle, and other authors as dictated by the needs of the students enrolled. Students majoring in Classics will be afforded opportunities to practice Greek composition. May be repeated for credit with change of content. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1965-66 and alternate years.

Courses in Latin Language and Literature

13-14. ELEMENTARY LATIN

Mr. Comfort

Basic instruction in Latin declension and conjugation; then Cicero's *In Catilinam I*, nearly all the poems of Catullus, and selected Letters of Pliny.

Offered on sufficient demand.

15, 16. LATIN LITERATURE I

Mr. Comfort

Review of grammar and vocabulary; reading in Vergil and/or Cicero. Prerequisite: Classics 13-14 or two or three years of preparatory Latin.

17, 18. LATIN LITERATURE II

Mr. Comfort

Reading of Roman comedy and of authors of the Republic and Augustan Age. Prerequisite: Classics 15, 16 or four years of preparatory Latin.

23, 24. LATIN LITERATURE III

Mr. Comfort

Systematic study of one or more aspects of Latin literature and Roman life. Prerequisites at the discretion of the instructor. These courses may be repeated for credit with change of content.

81, 82. PROJECTS IN CLASSICS

Mr. Comfort and Mr. Scott

Prerequisites at the discretion of the instructor.

Courses in Classical Civilization not requiring the use of Greek or Latin

19, 20. CLASSICAL CIVILIZATION: HISTORY AND LITERATURE

(Also called History 19, 20)

Mr. Comfort and Mr. Scott

Study of the significant events and trends of ancient history and of the chief works of Greek and Latin literature in English translation.

29. SEMINAR IN GREEK CIVILIZATION

Mr. Scott

(Also called History 29)

Reading in translation of extensive portions of Greek literature, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content.

Offered in 1966-67 and alternate years.

HAVERFORD COLLEGE

30. SEMINAR IN ROMAN CIVILIZATION

Mr. Scott

(Also called History 30)

Reading in translation of extensive portions of Roman literature, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content.

Offered in 1966-67 and alternate years.

ECONOMICS

PROFESSOR HOLLAND HUNTER, *Chairman*

PROFESSOR HOWARD M. TEAF, JR., *Acting Chairman* (first semester)

PROFESSOR PHILIP W. BELL

ASSISTANT PROFESSOR CHIOU-SHUANG YAN

On joint appointment with Bryn Mawr

ASSISTANT PROFESSOR GEORGE I. TREYZ

At Bryn Mawr

PROFESSOR MORTON S. BARATZ, *Chairman*

PROFESSOR JOSHUA C. HUBBARD

ASSISTANT PROFESSOR RICHARD B. DU BOFF

The work in economics provides a basis for understanding and evaluating the operation of the American economy and other types of economy. Concepts and analytic methods are presented as aids in formation of intelligent policy judgments. The introductory courses, Economics 11 and 12, are designed to give the kind of informed perspective on economic performance standards that should be part of a liberal education. The group of intermediate courses offers a fuller range of material on major topics in the field, designed to be useful in relation to a wide variety of student interests. The group of advanced courses supplies a theoretical and methodological foundation for those who expect to make use of economics in their professional careers. In all courses students are exposed to the data and primary source material that underlie sound economic analysis, and are encouraged to apply oral, written, and computer methods in analyzing this evidence.

The senior major's research project in Economics 61 may, under appropriate circumstances, be carried as a double course or be extended into the spring semester under Economics 82.

Men expecting to major in economics are advised to take Economics 11, 12 in their freshman year.

Major Requirements

Economics 11, 12; four semester courses from the 20-30 series; four semester courses from the 40 series; 61 and 100; and three other approved courses in the social sciences or mathematics. The comprehensive examination involves a written examination, a short research memorandum, and a brief oral examination.

Requirements for Honors

Plans for *honors* work will usually be laid during a student's junior year. An *honors* project will involve a paper of high quality, usually begun in Economics 61, together with an oral examination by the department and an outsider examiner.

11. INTRODUCTION TO ECONOMICS

Mr. Teaf and Mr. Treyz

Study of the institutions and principles of the American economy, with stress on the forces promoting stable growth with minimum inflation and unemployment. Diverse readings, class discussion, short paper.

12. INTRODUCTION TO ECONOMICS

Mr. Hunter and Mr. Treyz

Analysis of the relationships that determine individual incomes and prices, the issues that arise in international economic affairs, and the problems that face poor countries. Diverse readings, class discussion, short paper.

Economics 11 and 12 together present the basic concepts and evidence required for an understanding of current economic problems. Normally Economics 11 should be taken before Economics 12.

21. AMERICAN ECONOMIC DEVELOPMENT

Mr. Du Boff

Long term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; and shorter term variations in business activity and capital investment. Quantitative findings provide the points of departure. Prerequisite: Economics 11, 12.

22. NON-WESTERN ECONOMIC DEVELOPMENT

Mr. Baratz

An introduction to the institutional settings and economic patterns that account for underdevelopment in poor countries, and a review of efforts to overcome barriers to rapid development. Case studies of selected countries in Latin America, Africa, or Asia. Prerequisite: Economics 11, 12.

23. TECHNOLOGY, WORK, AND LEISURE

Mr. Teaf

Study of the social and personal problems arising out of rapid technological change and its effect on the labor force. Responses of unions, employers, and public authorities. Arrangements for minimizing insecurity and conflict. Prerequisite: Economics 11, 12, or two courses in sociology.

HAVERFORD COLLEGE

24. THE MODERN CORPORATION

Mr. Teaf

An analysis of the institutional fundamentals underlying corporate decision-making, and a review of ethical issues surrounding corporate performance in contemporary society. Prerequisite: Economics 11, 12.

Not offered in 1965-66.

25. PRIVATE ENTERPRISE AND PUBLIC POLICY

Mr. Baratz

A theoretical and empirical analysis of the structure of industrial markets and the behavior of business firms in a competitive economy; legal restrictions on business policy; social and political implications of public regulation of private enterprises. Prerequisite: Economics 11, 12.

26. INTERNATIONAL ECONOMIC THEORY AND POLICY

Mr. Bell

The theory and practice of international trade. The balance of payments, and the theory of disturbances and adjustment in the international economy. Economic integration. Relationships between rich and poor countries, and the impact of growth and development on the world economy. Prerequisite: Economics 11, 12.

27. MONEY AND BANKING

Mr. Hubbard

The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisite: Economics 11, 12.

28. PUBLIC FINANCE AND FISCAL POLICY

Mr. Hubbard

A study of local, state, and Federal revenues and expenditures with particular emphasis on the Federal budget; fiscal policy as a positive means of shaping public taxation and expenditure so as to contribute to a stable full employment economy. Prerequisite: Economics 11, 12.

31. LATIN AMERICAN ECONOMIES AND POLITIES

Mrs. Marshall, Mr. Baratz

(Also called Political Science 47.)

Detailed study of certain basic political and economic problems in Latin America. Open to students who have had at least one year of political science and one year of economics. Preference is given to those who have a reading knowledge of Spanish.

32. THE SOVIET SYSTEM

Mr. Hunter

(Also called Political Science 43b.)

An analysis of the structure and functioning of major Soviet economic, political, and social institutions. Current arrangements are studied as products of historical development. Present performance and prospects are evaluated. Prerequisite: Two semester courses of economics, political science, or history.

35. WESTERN EUROPEAN ECONOMIC DEVELOPMENT

Mr. Du Boff

Topics in the economic history of Britain, France, Germany, and Italy, and the relations among them since 1760, are examined, both theoretically and in light of the empirical evidence. Prerequisite: Economics 11, 12.

Offered in 1966-67 and alternate years.

ECONOMICS

36. COMPARATIVE ECONOMIC SYSTEMS

Mr. Du Boff

An analysis of capitalist, socialist, mixed, and communist economic organization. Theoretical aspects (including free market, Marxist-Leninist, and democratic socialist principles) and contemporary national cases are studied. Prerequisite: Economics 11, 12.

Offered in 1965-66 and alternate years.

37. THEORIES AND PROBLEMS OF CHANGE

Mr. Hubbard

An analysis of the industrial revolution with particular reference to the pattern of dynamic growth and the Classical, Marxian, Neoclassical, and Modern Theories. Prerequisite: Economics 11, 12.

Offered in 1965-66 and alternate years.

41. CORPORATE AND NATIONAL ACCOUNTING

Mr. Teaf

A study of the fundamentals of corporate accounting and their extension to the national accounts. Emphasis is placed on the derivation of the major reports of businesses and of the national economy. Prerequisite: Economics 11, 12.

43. STATISTICAL METHODS IN ECONOMICS

Mr. Treyz

An introduction to the concepts and procedures that underlie the quantitative analysis of economic and other social data. Frequency distributions, probability and sampling, time series, index numbers, regression analysis. Prerequisite: Economics 11, 12.

44. INTRODUCTION TO ECONOMETRICS

Mr. Treyz

Elementary methods for the empirical testing of hypotheses concerning static and dynamic economic relationships. Interpretation of multiple regression and other analytic methods. Students gain familiarity with the IBM 1620. Prerequisite: Economics 43 or permission of the instructor.

45. MACROECONOMIC ANALYSIS

Mrs. Yan

Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisite: Economics 11, 12.

46. MICROECONOMIC ANALYSIS

Mrs. Yan

Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisite: Economics 11, 12.

47. DEVELOPMENT ANALYSIS

Mr. Hunter

Theoretical treatment of the structural changes associated with the process of economic development, especially in poor countries, and rigorous analysis of criteria for policy judgments in development programming. Introduction to input-output and linear programming methods. Prerequisite: Economics 11, 12.

Not offered in 1965-66.

HAVERFORD COLLEGE

61. EMPIRICAL SEMINAR

Mr. Bell

Current problems, selected to accord with student interests, are investigated with the aid of economic theory and quantitative methods. Research paper required. Prerequisite: permission of the instructor.

81, 82. INDIVIDUAL PROJECTS

Staff

ENGINEERING AND APPLIED SCIENCE

ASSOCIATE PROFESSOR THEODORE B. HETZEL, *Chairman*

ASSOCIATE PROFESSOR THOMAS A. BENHAM

ASSISTANT, NORMAN M. WILSON

The newly revised and expanded program in engineering and applied science is designed to provide a sound preparation for a career in engineering or industry by a combination of basic engineering courses with a broad range of those in the natural sciences, mathematics, social sciences, and humanities.

The creative aspects of engineering are emphasized by involving the student in developing special engineering projects, one at an elementary level in the sophomore year and another at an advanced level in the senior year. These laboratory projects in design and construction will take into account not only the technical but also the scientific and social implications of the project.

The introductory course is divided into two distinct elements. The first semester, planned primarily for engineering majors, concentrates on engineering design. The second semester is an entirely new course developed both for students in engineering and in the social and natural sciences as well. It will center around problems of numerical methods and procedures involving the use of linear algebra, differential and integral calculus, and elementary statistics, making extensive use of the college's IBM 1620 digital computer.

The courses for the engineering major plus the general college requirements in the natural and social sciences and the humanities, together with several free electives, constitute a program such as is sometimes called "General Engineering", or "Engineering Administration". Two alternatives in major requirements provide opportunity for those wishing to concentrate in areas of special interest.

Haverford graduates with a major in engineering who wish to carry on further technical training in engineering are granted advanced standing in undergraduate engineering schools or are admitted to graduate schools.

ENGINEERING AND APPLIED SCIENCE

Those engineering majors who seek employment in leading industrial firms have found that their preparation at Haverford has prepared them well for engineering employment and also for future study and training.

Our students profit by the opportunities in the Philadelphia area to visit industrial plants and to attend meetings of technical societies.

Major Requirements

Engineering 11, 12, 21, 23, 24, 26, 31, 32, 41 or 43, 61 or 62, 100; Mathematics 13, 14; Physics 13, 14; Economics 11, 12, and *either* (A) Chemistry 13, 14 (or Chemistry 15), and two additional courses above the introductory level in engineering, mathematics, chemistry, physics, or astronomy; *or* (B) two additional courses above the introductory level, from engineering, mathematics, chemistry, physics, or astronomy, and four more courses from the social sciences, chosen in consultation with the Engineering Department.

11. INTRODUCTION TO ENGINEERING DESIGN

Mr. Hetzel

One class and two laboratory periods a week.

This course includes the principles and conventions of engineering graphics, including pictorial drawing and descriptive geometry; the materials and methods of production; the components of machines and their kinematic analysis.

12. NUMERICAL METHODS

The course will emphasize methods which are suitable for high speed electronic computers. Extensive use will be made of the IBM 1620. The following topics will be discussed: systems of linear equations, interpolation polynomials, numerical integration and differentiation, difference methods, ordinary linear differential equations, propagation of errors, and commonly used statistical techniques. Prerequisite: Mathematics 13, 14 (or the equivalent) or concurrent enrollment in Mathematics 14.

21. ANALYTICAL MECHANICS

Mr. Hetzel

A study of statics, kinematics, and dynamics. Forces in equilibrium, friction, moments of inertia, plane motion, work and energy, impulse and momentum, mechanical vibrations. Prerequisite: Mathematics 13, 14.

23. MATHEMATICAL METHODS IN ENGINEERING

Mr. Benham

Use of such advanced mathematical techniques as infinite series, transforms, Bessel functions, and complex variable. Problems are chosen from various fields of engineering. Prerequisite: Mathematics 13, 14; Physics 13, 14; Engineering 12 (or consent of the instructor).

24. ENGINEERING DESIGN

Staff

One class and two laboratory periods a week.

Each student will undertake a project that synthesizes the creative aspects of technical invention, design, and construction, with social and economic considerations. Prerequisite: Mathematics 13, 14.

HAVERFORD COLLEGE

26. INTRODUCTION TO ELECTRICAL ENGINEERING Mr. Benham
Four hours, including one laboratory period a week.
Direct and alternating current circuits and machines; transient phenomena. Prerequisite: Engineering 23.
31. INTRODUCTION TO ELECTRONICS Mr. Benham
Four hours, including one laboratory period a week.
Electronic devices, magnetic and control circuits, radiation and detection of electromagnetic waves, transmission systems. Prerequisite: Engineering 26.
32. THERMODYNAMICS Mr. Hetzel
A study of energy, its sources, liberation, transfer, and utilization; gases, vapors, and their mixtures; theoretical and actual thermodynamic cycles for power and refrigeration. Prerequisite: Mathematics 13, 14; Physics 13, 14.
41. MECHANICS OF MATERIALS Mr. Hetzel
Three classes per week including occasional laboratory periods.
A study of the elastic behavior of beams, shafts, columns, vessels, and joints, acted upon by simple and combined stresses. Prerequisite: Engineering 21 or Physics 15.
42. INTERNAL COMBUSTION ENGINES Mr. Hetzel
The thermodynamics, fluid flow, and performance of internal combustion engines. There will also be consideration of fuels, carburetion and injection, etc. and several laboratory investigations of engine performance. Prerequisite: Mathematics 13, 14; Physics 13, 14.
Offered in 1965-66 and alternate years.
43. CIRCUIT THEORY Mr. Benham
Four hours, including one laboratory period a week.
Networks, resonance, integrating and differentiating systems, and filters. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).
Offered in 1966-67 and alternate years.
44. ADVANCED ELECTRONICS Mr. Benham
Four hours, including one laboratory period a week.
Amplifiers, rectifiers, oscillators, pulse height analyzers. Prerequisite: Engineering 43 or Physics 23, 24.
Offered in 1966-67 and alternate years.
45. COMMUNICATION THEORY Mr. Benham
Review of communication systems; study of the theory and problems associated with noise; introduction to information theory. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).
Offered in 1965-66 and alternate years.

61, 62. PROJECTS

Staff

Engineering majors are required to do at least one semester of individual work in some special field of investigation, such as the engineering of a project with consideration of its technical, industrial, commercial, and sociological aspects.

ENGLISH

ASSOCIATE PROFESSOR EDGAR SMITH ROSE, *Chairman*

PROFESSOR RALPH M. SARGENT

PROFESSOR JOHN A. LESTER, JR.

PROFESSOR CRAIG R. THOMPSON

PROFESSOR JOHN ASHMEAD, JR.

ASSOCIATE PROFESSOR FRANK J. QUINN

ASSOCIATE PROFESSOR ALFRED W. SATTERTHWAITE

ASSISTANT PROFESSOR WILLIAM RAYMOND SMITH

LECTURER R. DONALD CAIN

INSTRUCTOR VICKI W. KRAMER

The Department of English aims to make accessible to students their cultural heritage in English and to help them perfect their reading and writing skills. These aims are reciprocal. Only if students read well are they able to possess their rightful heritage; only if they realize the full resources of language as manifest in literature will their own writing attain the desired level of effectiveness.

Many students who choose to major in English intend to pursue some aspect of the subject professionally: to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the department provides preliminary education for all these purposes. The study of literature in English is recommended likewise to those students who intend to enter a non-literary profession such as law, government service, the ministry, medicine, or business. The department welcomes such students.

English 11-12 or its equivalent is required of all freshmen; it provides tutorial instruction in writing and practice in literary interpretation. Beyond the freshman year the department offers a variety of complementary courses embracing the study of literature in its temporal and cultural setting, movements, figures, genres, literary theory and criticism, and the art of writing.

Major Requirements

Two major programs are available in this department.

A. Major in English literature. English literature from the Renaissance to the end of the nineteenth century in six required courses: English 23, 24, 33, 34, 43, 44, to be taken in their proper time sequence; English 100; four other courses within the department to be chosen by the student in consultation with his major adviser. Eleven semesters in all. Any one-semester course in classical literature (in Greek, Latin, or English) may be counted toward the English major.

B. Major in English and American literature. English literature from the Renaissance to the end of the eighteenth century in four required courses: English 23, 24, 33, 34, to be taken in their proper time sequence; American literature from colonial times to the end of the nineteenth century: English 35, 36; English 100; four other courses within the department, two of these in American literature. Eleven semesters in all.

In that the two major programs overlap, a portion of the comprehensive examination will be the same for all students; other portions will vary with the respective programs and with the students' particular fields of interest.

Students who plan to proceed to graduate work are reminded that virtually all graduate schools require a reading knowledge of both French and German, and some of the leading ones require a knowledge of Latin also, for the Ph.D. degree in English.

Requirements for Honors

Students whose work shows superior achievement will be invited to become *honors* candidates at the end of their junior year. Candidates for *honors* must achieve an overall average of 85 or better in English courses (including 100) completed in their junior and senior years.

Each *honors* candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the chairman of the department not later than May 1st of the student's senior year. To be accepted for *honors* this paper must, in the judgment of the English faculty, reveal superior achievement.

Final honors are awarded on the basis of achievement in courses, an honors project, and the comprehensive examination. *High honors* are granted on the further evidence of distinction in an oral examination.

11-12. READING AND WRITING ON HUMAN VALUES

Mr. Sargent, Mr. Lester, Mr. Ashmead, Mr. Quinn, Mr. Satterthwaite,
Mr. Rose, Mr. Smith, Mr. Cain, and Mrs. Kramer.
Chairman: Mr. Satterthwaite

Readings in the humanities and tutorial instruction in writing. Two class meetings and one tutorial meeting weekly.

20. THE ART OF POETRY

Mr. Quinn

The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth.

ENGLISH

21. GENERAL COURSE IN ENGLISH LITERATURE (I) Mr. Ashmead
Major figures in English literature from the *Beowulf* poet to Milton (including Shakespeare).
22. GENERAL COURSE IN ENGLISH LITERATURE (II) Mr. Lester
Major figures in English literature from Swift to Eliot.
23. LITERATURE OF THE ENGLISH RENAISSANCE (I)
Mr. Sargent and Mr. Satterthwaite
A critical study of the poetry, prose, and drama of the Elizabethan age. The first of the period courses designed primarily for students intending to major in literature.
24. LITERATURE OF THE ENGLISH RENAISSANCE (II)
Mr. Satterthwaite and Mr. Thompson
A critical study of poetry, prose, and drama from the death of Elizabeth to the closure of the theatres in 1642. Prerequisite: English 23 or consent of instructor.
30. THE RISE OF THE NOVEL Mr. Rose
A concentrated study of selected works of fiction from Defoe to Austen, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view.
31. THE DEVELOPMENT OF THE NOVEL
Narrative fiction from Austen to Joyce. Prerequisite: English 30 or consent of instructor.
Not offered in 1965-66.
33. THE AGE OF MILTON Mr. Quinn
Selected works by Milton in the context of metaphysical poetry, baroque prose, and Restoration comedy. Prerequisite: English 24 or consent of instructor.
34. THE NEOCLASSICAL MOVEMENT Mr. Rose
A study of some of the major neoclassical works from Dryden to Johnson, with attention to critical theory, satire, and the periodical essay. Prerequisite: English 33 or consent of instructor.
35. AMERICAN LITERATURE TO WHITMAN Mr. Ashmead
Chiefly devoted to Poe, Hawthorne, Melville; Emerson, Thoreau, Whitman.
36. AMERICAN LITERATURE FROM WHITMAN TO DREISER Mr. Ashmead
Chiefly devoted to Whitman, Dickinson, Lanier; Twain, Howells, James; Melville, Crane, Dreiser. Prerequisite: English 35 or consent of instructor.
39. SHAKESPEARE Mr. Sargent
Extensive reading in Shakespeare's plays. Prerequisite: English 21, 22, or 23, 24 or consent of instructor.

HAVERFORD COLLEGE

40. CREATIVE WRITING

Practice in writing imaginative literature. Chiefly confined to prose fiction. Regular assignments, class discussions, and personal conferences. Prerequisite: Junior standing and consent of the instructor.

Not offered in 1965-66.

43. THE ROMANTIC PERIOD

Mr. Lester

Critical reading in the imaginative literature of the English romantic movement, including Blake. Prerequisite: English 34 or consent of instructor.

44. THE VICTORIAN PERIOD

Mr. Lester

Readings in the controversial, critical, and imaginative literature of the period. Prerequisite: English 43 or consent of instructor.

45. AMERICAN LITERATURE OF THE TWENTIETH CENTURY

Mr. Smith

Selected writers in poetry, prose, and drama. Prerequisite: Two courses in English above the freshman level.

46. BRITISH LITERATURE OF THE TWENTIETH CENTURY

Mr. Quinn

Selected writers in poetry, prose, and drama. Prerequisite: Two courses in English above the freshman level.

47. LITERARY THEORY AND CRITICISM

Mr. Rose

(Also called Philosophy 47)

A systematic exploration of various approaches to literature. Readings in aesthetics, criticism, and imaginative literature. Discussions and critical papers. Prerequisite: Two literary courses above the freshman level.

49-50. EUROPEAN THOUGHT AND LETTERS, 1100-1600

Mr. C. Thompson

(Also called History 49-50)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious developments of the epoch. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some knowledge of European history and a reading knowledge of Latin or of a relevant modern language.

Offered in 1966-67 and alternate years.

61. CHAUCER AND THE CHAUCERIANS

Mr. Quinn

A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar. Prerequisite: consent of the instructor. Enrollment limited.

GENERAL COURSES

62. TOPICS IN SHAKESPEARE Mr. Sargent
Close study of a few plays. Seminar. Prerequisite: English 23, 24, or English 39, or consent of the instructor. Enrollment limited.
Not offered in 1965-66.
64. SEMINAR IN MILTON Mr. Satterthwaite
A close study of Milton's complete poetry, for itself, in relation to its time, and to the tradition from which it derives. Selections from the prose works. Prerequisite: English 33 or consent of instructor.
65. TOPICS IN ENGLISH LITERATURE Mr. Lester
1965-66: Joseph Conrad
66. TOPICS IN AMERICAN LITERATURE Mr. Ashmead
1965-66: William Faulkner
- 81, 82. PROJECTS Staff
Project courses consist of individual study and writing, under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Applicants are expected to possess a competent knowledge of the general area in which they propose to undertake a project; they must present a detailed plan for the proposed project. Candidates for *honors* are expected to undertake, in the last semester of the senior year, a project leading to the honors paper.

FRENCH

(See Romance Languages)

GENERAL COURSES

HUMANITIES 21-22. INTERPRETATION OF LIFE IN WESTERN LITERATURE

Mr. Butman, Mr. Gutwirth, and Mr. Satterthwaite

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method.

HUMANITIES 45-46. INTERDEPARTMENTAL SEMINAR

Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 12 students. Prerequisite: consent of the instructor.
Not offered in 1965-66.

HAVERFORD COLLEGE

PHYSICAL SCIENCE 36. HISTORY AND PHILOSOPHY OF SCIENCE

(Also called Philosophy 36)

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward to the relativity theory, and the history of optics and atomic structure leads to the quantum mechanics. The development of our ideas as to the nature of science is described and the implications of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed. Prerequisite: the consent of the instructor, or a year of college mathematics.

Offered in 1965-66 and alternate years.

SOCIAL SCIENCE 38. SEMINAR ON AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS.

Mr. Glickman, Philips and Rhoads Visitors

A study of selected problems of society and the individual in contemporary Africa. The approaches of several social science disciplines will be utilized to explore the meaning of "change" and "development." The issues raised by a search for a synthesis of values and policies will be emphasized. Areas covered include: the character of emergent political systems, social re-stratification, economic development, the re-discovery of African history, artistic and literary expressions. The seminar will be organized around visits by experts in each of the areas covered; additional classes will integrate the materials discussed. Research papers or interpretive essays. Prerequisite: one year of social science and one year of humanities or consent of the instructor.

Offered in 1965-66.

GERMAN

ASSOCIATE PROFESSOR JOHN R. CARY, *Chairman*

PROFESSOR HARRY W. PFUND

ASSISTANT PROFESSOR GEORGE SALAMON

ASSISTANT PROFESSOR CHARLOTTE ANDERSON

ASSISTANT JOACHIM VON DER THÜSEN

German 11-12, 13-14, 15-16, and 21 are primarily language courses. In the literature courses the major German writers are studied both as makers of literary movements and periods, and as innovators or inheritors of influential literary forms. Above all they are read as articulate spokesmen on behalf of Western man's ideas and feelings about himself and his world.

All students offering German for entrance are placed at the level where they can presumably profit best by the course, according to a placement test given by the department.

Opportunity is given to students who complete Elementary or Intermediate German with distinction to advance rapidly into higher courses by passing a special examination on a prescribed program of collateral reading.

Residence in the German House (Yarnall House) and participation in the German Club afford an opportunity for supplementary oral practise. A language laboratory is available.

Students who might profitably spend their junior year in Germany are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in German are encouraged to spend a summer in Germany or in a German speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

Major Requirements

German 21; 31-32 and one other period course (33 or 34 or 35); one course in a literary form—36 or 37; one course in the works of a major author—41 or 42; 100.

Supporting courses to be arranged in conference with the major supervisor.

A comprehensive examination.

Requirements for Honors

Honors in German will be awarded on the basis of a consistently high performance in the literature courses—at least one of which must be a project course—and a grade of 90 or better in the comprehensive examination. *High honors* will be awarded on the basis of a further oral examination.

11-12. ELEMENTARY GERMAN

Staff

The aural-oral method is emphasized. Reading is stressed increasingly as the course progresses. German 11 meets five times a week with corresponding reduction in outside preparation.

13-14. INTERMEDIATE GERMAN: READING AND AURAL COMPREHENSION

Mr. Cary and Mr. Pfund

Emphasis on the acquisition of reading skills and ability to understand spoken German. Works of literary and cultural interest will be read. Prerequisite: German 11-12 or a satisfactory performance on a placement test.

15-16. INTERMEDIATE GERMAN: CONVERSATION, COMPOSITION, AND READING

Mr. Salamon and Mrs. Anderson

Especially recommended, in place of German 13-14, for those students who wish to improve their ability to speak and write German. Development of reading ability is also part of the course. Prerequisite: German 11-12 (or a satisfactory performance on a placement test) *and* consent of the instructor.

HAVERFORD COLLEGE

21. CONVERSATION AND COMPOSITION

Mr. Salamon

Intended for students who desire to strengthen their proficiency in speaking and writing German. Selected works of contemporary prose and poetry are read and discussed in German. Oral reports and compositions. Prerequisite: Consent of the instructor.

22. READINGS IN GERMAN LITERATURE

Mr. Salamon

Prose and poetry, essay and fiction from various periods. Discussion, reports, papers, lectures in German. Not a survey course. Prerequisite: German 13-14 or the equivalent.

31-32. THE AGE OF GOETHE

Mr. Pfund

Lectures and discussions on, and readings of, the chief works of Goethe (exclusive of *Faust*), Schiller, and certain of their contemporaries with a view to an understanding of the periods of Enlightenment, Storm and Stress, Classicism, and the beginnings of Romanticism. Emphasis upon literary and aesthetic appreciation and cultural backgrounds. Prerequisite: German 22.

Offered in 1965-66.

33. ROMANTICISM

Mr. Cary

Among the authors studied will be Novalis, Tieck, Hölderlin, Kleist, Hoffmann, and Heine. Lectures in German. Prerequisite: German 22.

Offered in 1966-67 and alternate years.

34. MODERN LITERATURE

Mr. Salamon

In 1965-66: German drama from Naturalism to the present. Among the authors studied will be Hauptmann, Schnitzler, Hofmannsthal, Brecht, and Frisch. Lectures in German. Prerequisite: German 22.

Offered in 1965-66 and alternate years.

35. THE LITERATURE OF THE MIDDLE AGES, THE REFORMATION, AND THE BAROQUE

Mr. Pfund

Lectures in German with collateral reading: 1) mainly in modern German of the Nibelungenlied, Hartmann von Aue, Wolfram von Eschenbach, Gottfried von Strassburg, and others; 2) in the original of Martin Luther, Hans Sachs, Grimmelshausen, Gryphius, and others. Introduction to Middle High German. Prerequisite: German 31-32 or permission of the instructor.

Offered in 1965-66.

36. LYRIC POETRY

Interpretation of German poetry from various periods. A variety of critical approaches will be used. Lectures in German. Prerequisite: German 22.

In 1965-66, offered at Bryn Mawr as German 307b.

HISTORY

37. THE GERMAN NOVELLE

The study of a literary form developed by major writers from Goethe to Kafka and Mann. Lectures in German. Prerequisite: German 22.

In 1965-66, offered at Bryn Mawr as German 305a.

38. FAUST

Mr. Pfund

An intensive study of Goethe's *Faust* in the original. Consideration is given to kindred works in European literature. Prerequisite: At least one course beyond German 22.

Not offered in 1965-66.

41. ADVANCED TOPICS IN GERMAN LITERATURE

Mr. Cary

1965-66: Thomas Mann. Prerequisite: Consent of the instructor.

42. ADVANCED TOPICS IN GERMAN LITERATURE

Mr. Cary

1965-66: Grass and the picaresque tradition. Prerequisite: Consent of the instructor.

81, 82. SPECIAL PROJECTS IN GERMAN LITERATURE

Mr. Cary, Mr. Pfund, and Mr. Salamon

This course offers the student of German literature an opportunity to probe more deeply and more independently into a problem or an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of each individual student.

HISTORY

PROFESSOR WALLACE T. MACCAFFREY, *Chairman*

PRESIDENT HUGH BORTON

PROFESSOR CRAIG R. THOMPSON

PROFESSOR EDWIN B. BRONNER

ASSOCIATE PROFESSOR JOHN P. SPIELMAN, JR.

ASSISTANT PROFESSOR ROGER LANE

ASSISTANT PROFESSOR LINDA G. GERSTEIN

The courses in history are designed to give some conception of the development of the civilizations which exist in Europe, in the Near East, in East Asia, and in the United States today. Since history is the story of what men have done, it is related to every other field in the curriculum, but the limitation of time forces a selection of those aspects of human activity which can be treated in any course. An attempt is made to give a reasonably rounded view of those developments which are deemed most important in the period under consideration as a background for understanding other subjects in the fields of the humanities and the social sciences. With a variation of emphasis in each course, caused in part by the nature of the growth of

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civilization in the period and in part by the amount and the kind of historical evidence which has survived, attention is given to such phases of development as the political, constitutional, social, economic, religious, and intellectual. History 11-12 is intended to be an introductory course, and, although it is not a prerequisite for the election of any other course in the department, it is required for those who major in history.

The study of history provides a background against which current problems of internal and external policies may be viewed to advantage. It also helps to develop critical standards for the evaluation of evidence which can often be applied in forming opinion with regard to the solution of such problems. Finally, it is useful as a foundation for professional studies not only in history but also in such subjects as public administration, journalism, and law.

Major Requirements

History 11-12 and four other full year courses (or three full year courses and two half year courses) in history; History 100.

Two full year courses or their equivalent in related departments. At least two semesters of these courses must be in courses numbered 21 or higher.

Majors in history must take at least one year course in each of three of the following fields: 1) Ancient History, 2) Medieval European History, 3) Modern European History, 4) American History. Two comprehensive examinations are given, each three hours in length. The first is uniform for all majors and examines general ability to handle historical material and problems. For the second comprehensive examination each student is required to select a special field (a list of special fields offered is available from the chairman of the department) which will form the subject of that examination; History 100 will be used by the student to prepare for this examination. Students opting for a special field in Modern European or Medieval European history will be expected to have a competence in French or German; those in Classical history a competence in Latin or Greek.

Requirements for Honors

Honors will be granted to those senior majors whose cumulative grade average for all college courses in their fifth, sixth, and seventh semesters is 82 or better; who have an average of 85 or better in all history courses and who earn a comprehensive examination grade of 85 or better. *High honors* may be awarded to students showing unusual distinction in meeting all these criteria.

11-12. INTRODUCTION TO WESTERN CIVILIZATION

Mr. MacCaffrey, Mr. Lane, Mr. Spielman, and Mrs. Gerstein

A study of western European civilization from the fall of Rome to the present. The course will be concerned with the principal institutions and with the major intellectual currents in western European history. Firsthand materials as well as secondary historical accounts will be the basis for conference discussion.

Open to freshmen and sophomores only.

HISTORY

19, 20. CLASSICAL CIVILIZATION: HISTORY AND LITERATURE

(Also called Classics 19, 20)

Mr. Scott and Mr. H. Comfort

Study of the significant events and trends of ancient history and of works of Greek and Latin literature in English translation.

21-22. AMERICAN HISTORY

Mr. Lane

American History from colonial times to the present.

23-24. MEDIEVAL HISTORY

Mr. MacCaffrey

A survey of European development from the fall of Rome to about 1300. Occasional lectures, extensive reading, papers, and discussion, with a final examination. Admission by permission of the instructor.

Offered in 1965-66 and alternate years.

25-26. MODERN EUROPEAN HISTORY

Mr. Spielman

The main currents of European institutional developments from the French Revolution. Class discussion with occasional lectures, frequent papers. A reading knowledge of one modern European language is required.

27. FORMATION AND GROWTH OF CLASSICAL CHRISTIAN THOUGHT

(See Religion 27)

Mr. Spiegler

28. CURRENTS IN THEOLOGICAL THOUGHT SINCE 1300 A.D.

(See Religion 28)

Mr. Spiegler

29. SEMINAR IN GREEK CIVILIZATION

Mr. Scott

(Also called Classics 29)

Reading in translation of extensive portions of Greek literature, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit, with change of content.

Offered in 1966-67 and alternate years.

30. SEMINAR IN ROMAN CIVILIZATION

Mr. Scott

(Also called Classics 30)

Reading in translation of extensive portions of Roman literature, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit, with change of content.

Offered in 1966-67 and alternate years.

32. SEMINAR IN HISTORICAL THEOLOGY

Mr. Slater

(See Religion 32)

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33-34. THE POLITICAL AND CONSTITUTIONAL HISTORY OF MEDIEVAL ENGLAND Mr. MacCaffrey

A survey of British historical development from the coming of the Anglo-Saxons to the end of the Middle Ages. Although primarily political and constitutional, the course will include consideration of major economic and social trends as well. Extensive reading both in sources and secondary works and seminar papers given by students will form the basis for conference discussion.

Offered in 1966-67 and alternate years.

35-36. THE POLITICAL AND CONSTITUTIONAL HISTORY OF MODERN BRITAIN Mr. MacCaffrey

A study of British history from the end of the Middle Ages, including economic, social, and intellectual development. Extensive reading with frequent papers and class discussion.

Offered in 1965-66 and alternate years.

37-38. MODERN HISTORY OF EAST ASIA Mr. Borton

A study of the international, political, social, and economic developments in eastern Asia, from the early part of the 19th century to the present. Special emphasis will be given to a comparison of the processes of modernization of China, Korea, and Japan.

40. HISTORY AND PRINCIPLES OF QUAKERISM Mr. Bronner
(Also called Religion 40)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of the dominant Quaker conception is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

41. TOPICS IN PRE-CIVIL WAR AMERICAN HISTORY Mr. Lane

Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Permission of the instructor is required. Topic for 1965-66: the Old South.

42. TOPICS IN POST-CIVIL WAR AMERICAN HISTORY Mr. Lane

Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Permission of the instructor is required. Topic for 1965-66: the Progressive era.

43-44. HISTORY OF RUSSIA Mrs. Gerstein

A study of Russian history from Kievan times to the early 1920's. The first semester will deal with the period up to the end of the eighteenth century. Political, social, and economic aspects of Russian development will be included in the course.

HISTORY

45-46. GERMANY AND CENTRAL EUROPE, 1500 TO THE PRESENT

Mr. Spielman

The evolution of modern Germany from the Protestant Reformation to the present. Particular attention will be given to the historical background of modern political and ideological conflicts in Central Europe. Extensive reading and reports will be the basis for class discussion. A reading knowledge of German is required.

Offered in 1966-67 and alternate years.

47-48. THE FRENCH REVOLUTION AND NAPOLEONIC EUROPE

Mr. Spielman

The Old Régime and French society before 1789, the course of the Revolution in France, its consequences for the rest of Europe and the Napoleonic Empire to 1815. Class discussion and papers based on readings in the sources and interpretive works. A reading knowledge of French is required.

Offered in 1965-66 and alternate years.

49-50. EUROPEAN THOUGHT AND LETTERS, 1100-1600

Mr. C. Thompson

(Also called English 49-50)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious developments of the epoch. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some antecedent knowledge of European history and a reading knowledge of Latin or of a relevant modern language.

Offered in 1966-67 and alternate years.

51. TOPICS IN REGIONAL HISTORY

Mr. Bronner

A study of the institutional and cultural developments of the Delaware Valley beginning with the pre-colonial period. The history of Pennsylvania both as a colony and as a state will be emphasized. Students will prepare research papers based upon the rich manuscript resources available in this region.

53-54. TOPICS IN THE HISTORY OF THE MODERN NEAR EAST

Mr. Silvera

A survey of the development of the Arab world and Turkey in the nineteenth and twentieth centuries with special emphasis on political and intellectual history and the social structure of the emerging Arab states. The legacy of Islam, the decline of the Ottoman Empire, the impact of the west and the rise of Arab nationalism are among the topics considered. Open to sophomores, juniors, and seniors.

Offered in 1966-67 and alternate years. (Offered at Bryn Mawr as History 210.)

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56. TOPICS IN MODERN EUROPEAN HISTORY

Mrs. Gerstein

Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for spring 1965-66: Revolutionary thought and movements in the mid-nineteenth century. Prerequisite: History 11-12 and permission of the instructor.

81, 82. PROJECT COURSES IN HISTORY

Staff

HISTORY OF ART

INSTRUCTOR JOHN T. PAOLETTI

Under the co-operative arrangement between the colleges, Haverford students who wish to take advanced courses in history of art may do so at Bryn Mawr College.

21, 22. INTRODUCTION TO THE HISTORY OF ART

Mr. Paoletti

This course in the history of western art provides an introduction to the disciplines of art history. It exercises the student's visual perception of works of art, encourages intelligent investigation of the means of artistic expression, and provides historical perspective for an understanding of the achievements of western architects, sculptors, and painters. Assignments include short papers on original works of art in the Philadelphia area.

MATHEMATICS

ASSOCIATE PROFESSOR DALE H. HUSEMOLLER, *Chairman*

ASSOCIATE PROFESSOR NORMAN STEIN

ASSISTANT PROFESSOR JOHN A. THORPE

INSTRUCTOR JAMES WOOD

The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical developments; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The following sequences are open to qualified entering students: 13, 14; 13, 16; 13, 18; and 13, 14, 18. Students will be sectioned according to their previous background. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 21 upon consent of the department.

The more advanced courses cover work in the fields of analysis, algebra and topology. The student majoring in the department extends his studies into all of these areas.

A program consisting of Mathematics 13, 14, 21, 22 and Mathematics 31 through 36 is especially suited for the needs of the physical sciences, while Mathematics 18 deals with those concepts of statistics and probability which are fundamental to the biological and social sciences. The course sequence 13, 16 is especially appropriate for the general liberal arts student.

Major Requirements

Mathematics 21, 22, 31, 32, 33, 34, 35, 36, 100, and either 61, 62, or 63, 64. Recommended collateral courses are Physics 13, 14, 15, 16, 41, 42, 48; Astronomy 45, 46, Economics 24, or for prospective actuaries, Economics 11, 12, 23.

Prescribed parallel reading on the history and general principles of mathematics. Two written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

Requirements for Honors

A student may be awarded *honors* in mathematics on the basis of course work in mathematics, performance on the comprehensive examinations, an additional oral examination, and general evidence of superior ability, initiative, and interest in the study of mathematics.

13. ONE VARIABLE CALCULUS Staff
Differentiation and integration of functions of one variable. Applications: Taylor's formula and series. Elementary differential equations.
14. MULTI-DIMENSIONAL CALCULUS AND LINEAR ALGEBRA Staff
Vectors in n space. Partial differentiation and Taylor's series. Multiple integrals. Vector spaces and linear transformations. Prerequisite: Mathematics 13.
16. NUMBER THEORY AND THE THEORY OF EQUATIONS Staff
Theory of divisibility and congruence for numbers and polynomials. Topics drawn from: quadratic reciprocity law, ruler and compass constructions, elementary field and Galois theory. The historical development of these topics will be considered. Prerequisite: Mathematics 13.
18. PROBABILITY AND STATISTICS Staff
Introduction to probability with applications to statistics. Least squares approximations. General properties of distribution functions. Prerequisite: Mathematics 13.
21. ANALYSIS I Mr. Husemoller and Mr. Stein
The first course in axiomatic mathematics. Some intuitive set theory, axiomatic approach to the real numbers, metric spaces, and applications to the classical theorems of calculus. Prerequisite: Mathematics 13, 14 or the consent of the department.

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22. LINEAR ALGEBRA

Mr. Husemoller and Mr. Stein

Generalities on modules. Structure of modules over fields and principal rings. Decomposition of linear transformations. Multilinear algebra. Prerequisite: Mathematics 21.

31, 32. ANALYSIS II and III

Mr. Wood

Inverse function theorem and fundamental existence theorem for differential equations. Theory of integration. Introduction to complex analysis. Prerequisite: Mathematics 21, 22.

33, 34. ALGEBRA

Mr. Stein

Topics will be drawn from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 22. Prerequisite: Mathematics 22.

35, 36. TOPOLOGY

Mr. Husemoller

General topology. Homotopy theory and fibre bundles. Singular homology theory. Prerequisite: Mathematics 21, 22.

42a. BOUNDARY VALUE PROBLEMS OF MATHEMATICAL PHYSICS

(Also called *Physics* 42a)

Mr. Green

Orthogonal functions, perturbation theory, the calculus of variations, integral transforms, and iterative procedures are employed to solve boundary value problems expressed in the form of differential or integral equations. Such functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric are employed. Attention is given to numerical and machine methods. An introduction to Sturm-Liouville theory is presented. Examples are chosen from such fields as heat conduction, classical and quantum mechanics, acoustics, aerodynamics, electromagnetic theory, and radiative transfer. Prerequisite: Mathematics 21; Physics 13, 14.

Offered in 1966-67 and alternate years.

61, 62. SPECIAL TOPICS IN ALGEBRA AND TOPOLOGY

Mr. Thorpe

Content varies from year to year to fit student needs.

63, 64. SPECIAL TOPICS IN GEOMETRY AND ANALYSIS

Staff and Visitors

Content varies to fit student needs.

MUSIC

PROFESSOR WILLIAM H. REESE, *Chairman*

ASSOCIATE PROFESSOR JOHN H. DAVISON

INSTRUCTOR ROBERT K. GOSS

The courses offered in music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of

the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities, and creative processes in musical creation over the centuries, and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music and of music history is of value both to the general student and to the student with specialized musical interest and talent. For the latter, instruction in instrument or voice can be arranged independently, or under the Arts and Service Program (see page 125). Advanced and specialized work in musicology is available in the form of supplementary courses at Bryn Mawr and Swarthmore colleges and the University of Pennsylvania. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

Major Requirements

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, and (3) direct expression in music through the medium of instrument or voice. The music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 11 or 12, 13-14, 23, 24, 31 or 32, 33, 81, 82, 100. For specialization in music history: Music 11 or 12, 13-14, 23 or 24, 31, 32, 81, 82, 100.

Supporting courses are to be arranged in such related fields of the humanities, history, language, history of art, and others, as may be approved by the department.

In addition the music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art.

For those specializing in music theory and composition, the comprehensive examination for majors will consist of: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) a small composition, theoretical analysis, and exercises to be completed during the examination period.

For those specializing in music history, the comprehensive examination for majors will consist of: (1) an examination in music history, (2) analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

Requirements for Honors

The *honors* candidate must perform satisfactorily in all required courses for music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical crafts-

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manship, and hence worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of musicological research and involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

11. INTRODUCTION TO MUSIC HISTORY

Mr. Goss

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

12. SURVEY OF MUSIC HISTORY

Mr. Goss

A historical survey of the development of musical thought from the plainsong era to contemporary idioms. This course complements Music 11, but may be taken without it. No prerequisite.

13-14. ELEMENTARY MUSIC THEORY

Mr. Davison

The basic materials of music—melody, scales, intervals, chords, meter, and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, and sight-singing. Previous instruction or experience in some aspect of music is desirable.

23, 24. ADVANCED THEORY AND COMPOSITION

Mr. Davison

A continuation of Music 13-14, involving ear-training, keyboard harmony, sight-singing, analysis, and composition, along with an introductory study of strict counterpoint as exemplified in the vocal style of the sixteenth century. In the second semester pieces are written in the eighteenth-century forms of the chorale-prelude, fugue, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 13-14 or the equivalent.

31, 32. SEMINARS IN MUSIC HISTORY

Mr. Davison

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The content of Music 31, 32 will be altered from year to year so that a diversity of subject matter will be available. It may be repeated, for credit, with change of content. Prerequisite: Music 11 or 12 or the equivalent.

Topics for 1965-66

Music 31: A survey of twentieth century music.

Music 32: Nationalism in music.

PHILOSOPHY

33. SEMINAR IN MUSICAL COMPOSITION

Mr. Davison

Continuation of composition in small forms, with emphasis on the contemporary musical language. Representative twentieth century pieces will be discussed and analyzed, and the student will, in his own compositions, explore such areas of style and technique as modality, synthetic scales, secundal and quartal harmony, total chromaticism, irregular meter, and jazz harmony. Prerequisite: Music 24 or the equivalent.

Not offered in 1965-66.

81, 82. PROJECTS IN MUSIC

Staff

PHILOSOPHY

PROFESSOR FRANCIS H. PARKER, *Chairman*

ASSOCIATE PROFESSOR PAUL J. R. DESJARDINS

ASSISTANT PROFESSOR LOUIS ARYEH KOSMAN

ASSISTANT PROFESSOR JOSIAH D. THOMPSON, JR.

The philosophy curriculum has three major aims. In the first place, it attempts to help each student develop a more coherent and responsible attitude toward life and the world by means of a confrontation with the thought of great philosophers of the past and present. The student is introduced to philosophical treatments of such problems as the nature of individual and social man, the nature of the world in which he lives, and the nature of his apprehension of and response to that world. Secondly, the philosophy curriculum is meant to help each student acquire philosophical materials and skills which supplement and help integrate his other studies, whether in the arts, the social sciences, the natural sciences, or religion. Finally, the philosophy curriculum is designed to offer certain students a foundation in knowledge and technique for further studies in philosophy or related fields at the graduate level.

Major Requirements

Philosophy 11-12, 98, 100, and eight other semester courses approved by the major supervisor, four from the philosophy department and four from some other department or departments closely related to the student's special study in philosophy.

A written comprehensive examination in three parts: three hours on the history of philosophy; three hours on topics *either* in ethics, social and political philosophy, and philosophy of religion *or* in logic, metaphysics and theory of knowledge, and philosophy of science; and three hours on one major philosopher chosen by the student with the approval of the major supervisor.

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Requirements for Honors

Honors in philosophy are awarded for special work of high quality, usually in the form of a thesis, on an important topic, problem, or philosopher approved by the major supervisor. One or more project courses may be used toward this end. *Honors* will not be given unless the candidate has an average grade of at least 85 in the comprehensive examination; *high honors* require an average of at least 90.

11-12. HISTORICAL INTRODUCTION TO PHILOSOPHY

Staff

An understanding of the nature and functions of philosophy and its relations to other fundamental human concerns such as religion, the sciences, and the arts is sought through a study of selected works of certain of the great philosophers in western history. No prerequisite. Closed to juniors and seniors except in very special cases.

15. PHILOSOPHY EAST AND WEST

Mr. Desjardins

A study of selected philosophical classics from both oriental and occidental thought. No prerequisite.

Not offered in 1965-66.

16. LOGIC

Mr. Kosman

The principles of valid inference and their application to reasoning in everyday life and in the sciences; the syllogism and other types of formal reasoning, the nature of proof, the detection of fallacies; introduction to the logic of scientific methods and to contemporary developments in symbolic logic. No prerequisite.

18a. NORMATIVE ETHICS

Mr. J. Thompson

A study of several major philosophical proposals concerning the fundamental norms which ought to govern human life. Prerequisite: one semester of philosophy or permission of the instructor.

21. ETHICAL THEORY

Mr. Parker

A study of the nature of moral value and moral judgments with special attention to recent meta-ethics. Prerequisite: Philosophy 11-12 or 18 or permission of the instructor.

Not offered in 1965-66.

22. PHILOSOPHY OF RELIGION

Mr. Slater

(*See Religion 22*)

23. ARISTOTLE

Mr. Kosman

A study of a selection of the primary works of Aristotle. Prerequisite: Philosophy 11 or permission of the instructor.

Offered in 1966-67 and alternate years.

PHILOSOPHY

25. CONTINENTAL RATIONALISM Mr. Parker
A study of the development of philosophical rationalism from Descartes through Malebranche, Spinoza, and Leibniz. Prerequisite: Philosophy 11-12 or permission of the instructor.
Offered in 1966-67 and alternate years.
26. BRITISH EMPIRICISM Mr. Parker
A study of the development of philosophical empiricism from Bacon through Hume with special emphasis on Locke, Berkeley, and Hume. Prerequisite: Philosophy 11-12 or permission of the instructor.
Offered in 1966-67 and alternate years.
27. THE PHILOSOPHY OF EXISTENCE Mr. J. Thompson
A study of some of the principal texts of 19th century existentialism. Readings in Kierkegaard and Nietzsche. Prerequisite: Philosophy 11-12 or permission of the instructor.
28. THE PHENOMENOLOGY OF EXISTENCE Mr. J. Thompson
A study of selected texts in 20th century phenomenology. Readings in Heidegger, Sartre, or Merleau-Ponty. Prerequisite: Philosophy 11-12 or permission of the instructor.
29. RELIGIOUS IDEAS IN MODERN CULTURE Mr. Spiegler
(See Religion 29)
31. ANCIENT AND MEDIEVAL POLITICAL THOUGHT Mr. Diamant
(See Political Science 31)
32. MODERN POLITICAL THEORY Mr. Diamant
(See Political Science 32)
33. PRE-SOCRATIC PHILOSOPHY Mr. Desjardins
Five periods a week.
A study of the extant texts of the pre-Socratic philosophers in their mytho-poetic context. Prerequisite: Permission of the instructor.
Offered in 1966-67 and alternate years.
34. PLATO Mr. Desjardins
A study of a selected group of the dialogues. Prerequisite: Philosophy 11 or permission of the instructor.
Offered in 1966-67 and alternate years.
36. HISTORY AND PHILOSOPHY OF SCIENCE
(See Physical Science 36 under General Courses)

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37. MODERN ANALYTIC PHILOSOPHY

Mr. Kosman

A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others, with special emphasis on theory of language. Prerequisite: Philosophy 11-12.

Offered in 1965-66 and alternate years.

38. SEMINAR IN PHILOSOPHICAL THEOLOGY

Mr. Spiegler

(See Religion 38)

39. AMERICAN PHILOSOPHY

Mr. Parker

A study of selected texts representing various types of philosophical idealism, pragmatism, and realism as they developed in America between the Civil War and World War II. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1965-66 and alternate years.

40. KANT

Mr. Parker

A study of selected major texts with special emphasis on the first *Critique*. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1965-66 and alternate years.

41. RECENT AND CONTEMPORARY PHILOSOPHICAL PROBLEMS

Mr. Kosman

A study of recent and contemporary treatments of philosophical problems in Europe and America. Offered annually with variable content. Prerequisite: Philosophy 11-12.

44. METAPHYSICS AND EPISTEMOLOGY

Mr. Parker

A study of the nature and possibility of theories of reality and fundamental presuppositions of knowledge and action. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1965-66 and alternate years.

47. LITERARY THEORY AND CRITICISM

Mr. Rose

(See English 47)

81, 82. PROJECT COURSES

Staff

Individual consultation connected with independent reading and research. Prerequisite: Permission of the instructor.

PHYSICAL EDUCATION

98. SENIOR SEMINAR

Staff

Seminar meetings, organized in connection with Philosophy 100, aimed at helping senior philosophy majors achieve greater comprehension and comprehensiveness with regard to the history of philosophy and selected figures and topics. Open only to senior philosophy majors.

PHYSICAL EDUCATION

PROFESSOR ROY E. RANDALL, *Chairman*

PROFESSOR WILLIAM DOCHERTY, JR.

ASSOCIATE PROFESSOR ERNEST J. PRUDENTE

ASSISTANTS: ROBERT BESSEY

NORMAN B. BRAMALL

RAYMOND T. BRAMALL

WILLIAM M. BREUNINGER

HOWARD COMFORT

CARMEN A. FALCONE

R. HENRI GORDON

FREDERICK HARTMANN

WARREN K. HORTON

JOHN A. LESTER, JR.

JOSEPH McQUILLAN

JAMES MILLS

RICHARD O. MORSCH

HOWARD PRICE

COLLEGE PHYSICIAN: WILLIAM LANDER, M.D.

Courses in physical education are arranged in accordance with the plan for all-year physical training in the freshman, sophomore, and junior years. The aim of this plan is to make possible active participation in athletics for the majority of students at Haverford College, with emphasis on the sports with carry-over value. During his first three years, each student is required to take nine terms (fall, winter, spring) of physical education. However, one course in the Arts and Service Program (see pp. 124-127) may be substituted for physical education during the sophomore year, and two courses during the junior year.

The intercollegiate program consists of varsity and sub-varsity schedules in 13 sports: football, soccer, cross country, basketball, fencing, swimming, wrestling, cricket, baseball, track, golf, tennis, and sailing. Participation in

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these activities may be substituted for the physical education requirement. The following table summarizes the sports activities available.

<i>Intercollegiate</i>			<i>Physical Education</i>
	<i>Varsity and sub-varsity</i>	<i>Varsity only</i>	
FALL:	Football Soccer	Cross Country Sailing	*Touch football *Soccer Tennis Weight lifting
WINTER:	Basketball Fencing Wrestling	Swimming	Badminton Handball *Basketball *Volleyball Weight lifting
SPRING:	Baseball Tennis Track	Golf Cricket Sailing	*Softball *Tennis Golf

* Intramural competition available

Evidence of satisfactory physical condition is required by the department before a student is permitted to participate in any aspect of the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

The outdoor facilities include: Walton Field for football and track with a 440-yard oval and a 220-yard eight lane straight-away cinder track; a 4½ mile cross country course within the campus limits; the Class of 1888 and Merion Fields for soccer, both of which are used for baseball and softball in the spring; a skating pond; Cope Field for cricket; an athletic field presented by the class of 1916; a baseball field presented by the class of 1922, used also for soccer in the fall; and fifteen tennis courts, six of which are all-weather; a driving range with green and sandtrap for golf practice, and the privileges of Merion West Course for the varsity golf team. There are two dinghies available during the spring and fall for those who have been granted permission to sail.

PHYSICS

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the Gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room and training room. Through the generosity of the Class of 1928 it has been possible to provide additional locker and dressing facilities, a new stock room, and a laundry and drying room. A regulation basketball court is on the main floor, with hand ball and badminton courts. On the upper floors are dressing facilities for officials and instructors, and department offices.

Alumni Field House, donated by alumni and friends of the college, became available in 1957 and provides ideal facilities for the further development of the athletic program. This "indoor playing field" includes a 7-lap track, with areas for field events, a dirt area 120' by 120' for outdoor events under cover, a batting cage for baseball and cricket, nets for golf, a wooden area 120' by 120' with two basketball courts, two tennis courts, and seating capacity for 1000 spectators.

PHYSICS

ASSOCIATE PROFESSOR WILLIAM C. DAVIDON, *Chairman*

PROFESSOR FAY AJZENBERG-SELOVE

ASSOCIATE PROFESSOR DOUGLAS G. MILLER

VISITING ASSISTANT PROFESSOR GEORGE W. RAYFIELD

LECTURER JAMES A. NIEDERER

The physics curriculum acquaints students with the physical universe, introduces them to the concepts and theories which are now fundamental in science, and provides them an opportunity for firsthand experimental investigations. For the student with professional aims in science, the department offers a program of study which leads to a strong major in physics, providing sound preparation for graduate work.

Students of astronomy, biology, chemistry, mathematics, and other disciplines will find the general physics course, Physics 13, 14, valuable preparation for their subsequent work. Physics 13, 14 is ordinarily taken in the sophomore year by those not intending to major in physics, after completion of freshman mathematics. However, students who plan to major in physics are advised to take Physics 13, 14 in their freshman year. Individuals with a strong background in high school physics and mathematics and who plan to continue with additional work in physics may arrange to omit Physics 13, 14, and begin directly with Physics 15, 16 in their freshman year.

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In its program of studies for physics majors, the department desires to stimulate a maximum of independent thought and initiative consistent with a thorough development of understanding; to this end, a sequence of three two-semester courses is provided, consisting successively of mechanics, electromagnetism, and atomic and nuclear physics and introductory quantum mechanics. In addition, a year of course work and a year of individual research, Physics 81, 82, is completed at a senior level. Physics 81, 82 offers opportunity to conduct an extended individual investigation with training in the mastery of theory and experiment, and with emphasis upon independent work and the ability to express oneself clearly both orally and in writing on the subject of investigation. Physics 81, 82 is not, however, limited to students majoring in physics; it may be elected by others after consultation.

Major Requirements

Physics 15, 16; 23, 24; 31, 32; 81, 82; 100; two additional semester courses selected from Physics 41, 42, 46, 47, 48, and Engineering 44; mathematics through differential equations. It is strongly recommended that majors take two courses selected from the fields of astronomy, biology and chemistry.

A written comprehensive examination on physics treated as a unified discipline, designed to test each individual's ability to correlate his knowledge.

Requirements for Honors

The granting of *honors* in physics will be based upon excellence (an average of 85 or better) in course work, the quality of performance in the senior project course (Physics 81, 82), the results of an oral examination on the thesis and related topics in Physics 82, and the comprehensive examinations (Physics 100).

13, 14. GENERAL PHYSICS

Mr. Davidon

Four hours, including one laboratory period a week.

Certain fundamental concepts of contemporary physics are presented, with particular emphasis on conservation laws and symmetry principles. These unifying concepts are used in the analysis of key problems in mechanics, electricity and magnetism, heat, and quantum phenomena. Links are made between certain ideas and methods of physics and those of other fields. Those mathematical concepts beyond high school algebra which are necessary for the course will be developed as needed.

15, 16. MECHANICS

Mr. Niederer and Mrs. Selove

Kinetics and dynamics of particle and wave motion, including energy, momentum, and angular momentum considerations; analysis of constrained motions, motion in conservative fields, scattering, and coupled harmonic oscillators; introduction to action principles, the virial theorem, properties of phase space; study of the motion of rigid and elastic bodies and fluids; applications of vectors, linear algebras, and calculus. Prerequisite: Physics 13, 14 or consent of the instructor.

PHYSICS

23, 24. ELECTRICITY AND MAGNETISM

Mr. Miller

Four hours, including one laboratory period a week.

Linear circuits and their D.C., A.C., and transient responses are studied to introduce the interrelationships among the fundamental electric and magnetic quantities. Maxwell's equations are used to provide a unified basis for the study of both static and time dependent electric and magnetic fields. Methods of Fourier analysis and multipole expansions are developed. Topics in geometrical and physical optics such as reflection and refraction, as well as wave propagation, interference, diffraction, and polarization, are included in the discussion of electromagnetic radiation. Prerequisite: Physics 15, 16 or consent of the instructor.

31. ATOMIC AND NUCLEAR PHYSICS

Mr. Miller

Four hours, including one laboratory period a week.

Atomic and nuclear phenomena are described and interpreted in terms of classical and semi-classical models. Concepts and systematics of these phenomena are studied. Also experiments revealing the need for modification of the assumptions of classical mechanics are studied and performed. Prerequisite: Physics 13, 14.

32. INTRODUCTORY QUANTUM MECHANICS

Mr. Miller and Mrs. Selove

Four hours, including one laboratory period a week.

Quantum mechanics is introduced in terms of wave packets and Fourier analysis. The Schrödinger equation and its solutions are studied for simple bound state problems. Elements of scattering theory are developed. Approximation techniques are developed and applied to simple systems. Commutator algebra and elements of matrix mechanics are introduced. The laboratory continues the study of experiments fundamental to the development of modern physics and also introduces students to techniques of electronic computing. Prerequisite: Physics 15, 16 or consent of the instructor.

41. GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called Astronomy 41)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1965-66 and alternate years.

HAVERFORD COLLEGE

42a. BOUNDARY VALUE PROBLEMS OF MATHEMATICAL PHYSICS

(Also called Mathematics 42a)

Mr. Green

Orthogonal functions, perturbation theory, the calculus of variations, integral transforms, and iterative procedures are employed to solve boundary value problems expressed in the form of differential or integral equations. Such functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric are employed. Attention is given to numerical and machine methods. An introduction to Sturm-Liouville theory is presented. Examples are chosen from such fields as heat conduction, classical and quantum mechanics, acoustics, aerodynamics, electromagnetic theory, and radiative transfer. Prerequisite: Mathematics 21 and Physics 13, 14.

Offered in 1966-67 and alternate years.

45. ADVANCED CLASSICAL MECHANICS

Mr. Green

(See Astronomy 45)

Offered in 1966-67 and alternate years.

46. SOLID STATE PHYSICS

Mr. Davidon

Four hours, including a laboratory project.

Crystal symmetries are studied, and used to analyze mechanical, electrical, and thermal properties of crystalline solids. Different types of binding forces are considered briefly. The free-electron theory of metals and the band theory of solids are used to account for various electrical and thermal phenomena in metals and semi-conductors. Prerequisite: Physics 24 and 31, 32. (32 may be taken concurrently.)

Offered in 1966-67 and alternate years.

47. THERMODYNAMICS AND STATISTICAL MECHANICS

Mr. Rayfield

The basic laws of thermodynamics are presented and then applied to diverse physical processes, including compression and expansion of gases, phase transitions, the action of electrical batteries, and the production of low temperatures. Some basic concepts of statistical mechanics are introduced, and their relationship to thermodynamics developed. The kinetic theory of gases is considered as an application of statistical mechanics. Prerequisite: Physics 15, 16, 31, and 32, or the consent of the instructor.

Offered in 1965-66 and alternate years.

48. FOUNDATIONS OF MODERN PHYSICS

Mr. Davidon

Students are introduced to elementary scattering theory, and examples drawn from the scattering of fundamental particles, light, and sound are used to illustrate the significance of conservation laws, symmetry principles, and kinematics. Problems in physical interpretation of quantum mechanics and relativity theory are considered. Prerequisite: Physics 15, 16.

Offered in 1965-66 and alternate years.

81, 82. PHYSICS SEMINAR

Staff

Individual work in selected fields of investigation. Each student pursues comprehensive reading and sustained experimental work on a problem. Meetings are held with the members of the department to discuss the progress in each field of investigation. Each student becomes familiar with problems other than his own and gains experience in presenting his work. Students who major in physics are expected to take two semesters, but the course is not restricted to major students. Qualified juniors or seniors may, by permission, elect either one semester or two. Also, the course may be repeated for credit with change of content. The granting of *honors* depends heavily upon performance in this course.

POLITICAL SCIENCE

PROFESSOR ALFRED DIAMANT, *Chairman*

ASSOCIATE PROFESSOR HARVEY GLICKMAN

ASSISTANT PROFESSOR WALTER DEAN BURNHAM

LECTURER GRAHAM S. FINNEY

The political science curriculum is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to government and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment; comparison and appraisal of different types of governments and political organization; American political institutions; and problems of international relations.

The tools of analysis include theory and experience. The purposes and the actual workings of political institutions and political groups are appraised. In advanced courses, emphasis is placed upon individual research and analysis—practice in location, organization, and presentation of data, independent judgment.

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the practical needs of those men contemplating professional careers which involve an understanding of modern government, such as law, journalism, and the public service.

Men majoring in political science are expected to understand the relationship of this field to other social studies and also the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, sociology, and psychology.

Major Requirements

Political Science 11, 12, 65, 100, and six other courses in political science distributed among three of the four areas of study: (1) comparative politics; (2) American politics; (3) international relations; and (4) political theory and history of political thought.

Four approved semester courses in other social sciences.

A comprehensive examination covering three of the four areas of study indicated above.

In the senior year majors will enroll in Political Science 65 and 100. This will cover seminar participation, preparation of a senior essay, and review for comprehensive examinations.

Requirements for Honors

Applications for candidacy for departmental *honors* must be filed no later than the beginning of the senior year. Candidates must submit an outstanding thesis of independent research or original theoretical analysis and must pass an oral examination on the thesis as well as on general attainment in the field. The award of *honors* will be determined on the basis of the thesis, the oral examination, quality of course work, and performance in the senior seminar and the comprehensive examination.

11. POLITICAL THEORY: IDEAS AND ISSUES

Staff

An introduction to the analysis of political problems presented with the help of original works of theorists who have had a major influence on shaping modern ideas and practice. Particular attention is given to the central issue of reconciling individual freedom and collective authority.

12. POLITICAL SYSTEMS: NATIONAL AND INTERNATIONAL

Staff

An introductory analysis of forms of government, political institutions, and relations among states. The major functional problems of political organization and development are considered in examining the governments of the United States, Great Britain, the U.S.S.R., and emergent political systems of Africa. The dynamics of the modern nation state system, the United Nations, and supra-national organizations are examined. Prerequisite: Political Science 11 or permission of the instructor.

Political Science 11 and 12 together provide the student with a basic understanding of the major elements of the political process; they are prerequisites for further work in political science. They should normally be taken in the order listed above, although exceptions can be made with the consent of the instructor.

21. POLITICS AND THE PARTY SYSTEM IN THE UNITED STATES

Mr. Burnham

A critical analysis of the functions of political parties, interest groups, and public opinion in shaping the linkages between individuals and the machinery of public policy in the United States. Aspects of mass voting behavior will be examined, and comparative materials will be included to suggest alternative patterns. Prerequisite: Political Science 11, 12.

POLITICAL SCIENCE

22. AMERICAN POLITICAL PROCESS: PRESIDENT AND CONGRESS

Mr. Burnham

A functional and behavioral analysis of the policy-making process. Legislative behavior, interactions between President and Congress, and the flow of policy formulation will be examined. Extensive use will be made of government documents and case studies. Prerequisite: Political Science 11, 12.

23. BRITISH POLITICS

Mr. Glickman

An institutional-functional analysis of government and politics in Great Britain. The major categories for study are: political culture; the organization, distribution, and manipulation of power; the pattern of interests and ideology; political parties. The impact on politics of selected foreign and domestic policies will also be considered. Prerequisite: Political Science 11, 12.

24. FRENCH POLITICS

Mr. Diamant

An institutional-functional analysis of government and politics in France. The major categories for study are: political culture; the organization, distribution, and manipulation of power; the pattern of interests and ideology; political parties. The impact of politics on selected foreign and domestic policies will also be considered. Prerequisite: Political Science 11, 12.

27. AMERICAN POLITICAL THOUGHT

Mr. Burnham

An examination of the most significant currents of American political thought from the Colonial era to the present. Outstanding political and social writings will be studied for their significance in shaping the American political tradition, and related to the social forces at work in the development of our political culture. Prerequisite: Political Science 11, 12 or History 21-22.

Offered in 1966-67 and alternate years.

28. AMERICAN CONSTITUTIONAL DEVELOPMENT

Mr. Burnham

A study of the development of the American constitution through judicial interpretation, related to the changing political, social, and economic problems of the United States. Definitive Supreme Court cases shaping the course of American development will serve as the primary basis of study. Prerequisite: Political Science 11, 12.

29. METROPOLITAN GOVERNMENT

Mr. Finney

Analysis of the forces affecting the structure of metropolitan regions. The functions and politics of American government at the local and metropolitan levels. Current administrative and planning practices. Problems of economic development, urban renewal, and poverty. Field work in Greater Philadelphia. Prerequisite: Political Science 11, 12.

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31. ANCIENT AND MEDIEVAL POLITICAL THOUGHT Mr. Diamant
(Also called *Philosophy 31*)

An intensive examination of the major political theorists from Plato to the end of the 16th century; their treatment of the persistent issues of the just state, individual freedom, and the nature of political power. Prerequisite: Political Science 11 or one year of relevant history or philosophy.

Offered in 1965-66 and alternate years.

32. MODERN POLITICAL THEORY Mr. Diamant
(Also called *Philosophy 32*)

A study of leading political doctrines which have had a major influence in shaping the issues and conflicts of the modern world. Prerequisite: one year of political science, economics, sociology, or philosophy.

34. AMERICAN FOREIGN POLICY Mr. Glickman

A seminar on selected problems of contemporary American foreign policy and a critical analysis of the forces that shape it. Prerequisite: Political Science 11, 12.

Offered in 1965-66 and alternate years.

36. INTERNATIONAL POLITICS: ORGANIZATION AND DYNAMICS Mr. Glickman

A seminar on problems of managing power, resolving conflicts, and establishing the institutional foundations of world peace. Theories of international conflict and the expansion of political community are considered with emphasis on organizational models for world order. Case studies of peace-keeping and the containment of violence. Prerequisite: Political Science 11, 12.

Offered in 1966-67 and alternate years.

38. AFRICAN POLITICS Mr. Glickman

A study of political ideologies, systems, and processes in new states. The impact of the West on traditional societies, the growth and effects of nationalism, and the problems of stability and popular government are emphasized. Prerequisite: Political Science 11, 12.

Not offered in 1965-66. Interested students should see General Courses—Social Science 38: Seminar in African Civilization.

39. PUBLIC ADMINISTRATION AND BUREAUCRACY Mr. Diamant

A comparative study of administration and bureaucracy as central elements of modern society. Administrative structure and process of bureaucratic personnel in major contemporary political systems, e.g., U.S., U.S.S.R., Great Britain, France, India. Prerequisite: Political Science 11, 12.

POLITICAL SCIENCE

41. GOVERNMENT AND POLITICS IN EAST ASIA Mr. Kennedy
An approach to modern Asian politics (prior to 1950) through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.
Offered at Bryn Mawr as Political Science 203a.
- 43b. THE SOVIET SYSTEM Mr. Hunter
(See Economics 32)
44. INTERNATIONAL LAW Miss Leighton
An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.
Not offered in 1965-66.
45. PROBLEMS IN POLITICAL PHILOSOPHY AND THE ANALYSIS OF POLITICS
An advanced seminar designed to provide intensive study of selected issues and topics of contemporary significance, such as "Revolution, Evolution, and Political Development," "Civil Rights and Civil Liberties," "Conflict Resolution and World Peace," "Religion, Ethics, and Politics," "Culture, Society, and Politics," "Elections, Electoral Systems, and Political Choice." Topic and instructor will be announced before the beginning of the registration period. The course may be repeated for credit with change of content.
Not offered in 1965-66.
47. LATIN AMERICAN ECONOMIES AND POLITIES Mrs. Marshall, Mr. Baratz
(See Economics 31).
65. SENIOR SEMINAR Staff
An intensive study of the scope of political studies and of the methods conducive to arriving at reliable and verifiable results. Students will design and initiate research projects which will be completed as part of the work of Political Science 100.
- 81, 82. INDEPENDENT PROJECT COURSES Staff
Individual consultation; supervised independent reading and research
Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor. May be taken as semester or year course by arrangement with the instructor.

PSYCHOLOGY

ASSOCIATE PROFESSOR SIDNEY I. PERLOE, *Chairman*

PROFESSOR DOUGLAS H. HEATH

ASSISTANT PROFESSOR THOMAS D'ANDREA

VISITING ASSISTANT PROFESSOR HARVEY D. WINSTON

The psychology program is designed to give the student an understanding of the empirical approach to the study of behavior, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by developing through laboratory courses a working familiarity with the experimental method as applied in psychology, ordinarily culminating in an individual research project in the junior or senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor.

Major Requirements

A major program in psychology includes Psychology 11, 12, 14, 23, 31, 33, 100, and two additional advanced courses in the department. Students contemplating a psychology major are advised to complete at least one or two semester courses beyond the introductory course by the end of the sophomore year and to take Psychology 33 in the first semester of the junior year. Completion of Mathematics 18 (Probability and Statistics) before the junior year is recommended as preparation for advanced laboratory and research courses, particularly for students intending to concentrate in experimental psychology. The comprehensive examination will cover both the work in the required courses and the additional advanced courses.

Requirements for Honors

The award of departmental *honors* signifies that a student has maintained a consistently high standard of performance in the work of his major program, and has done distinguished work on an independent empirical research project as well as on the comprehensive examination. *Honors* candidates should plan to take Psychology 51 and 52 during the senior year.

11. INTRODUCTORY PSYCHOLOGY

Staff

The course will cover the following topics, drawn from the three major areas of psychology: the learning process as it applies to learning and unlearning habits; some aspects of the Freudian revolution and its effects on modern experimental psychology; and the perception of objects and persons, with emphasis on the effects of context on perception.

12. SOCIAL PSYCHOLOGY

Mr. Perloe

(Also called Sociology 12)

A consideration of the individual aspects of social behavior. Initially attention will be focused on some problems in thinking and motivation. The following topics will then be examined: the motivational determinants of group membership and social conformity, the effects of society and personality on social attitudes, the psychological aspects of social conflict and the psychological aspects of social roles and social systems. Prerequisite: Psychology 11 or Sociology 11 or permission of the instructor. Juniors and seniors electing the course will be expected to do some additional work.

14. LEARNING

Mr. D'Andrea

Three lectures and one laboratory period each week.

The course focuses on the major theories of learning with emphasis on the empirical evidence on learned behavior. Classical and instrumental conditioning will be considered in detail. The development of S-R and S-S theories will be reviewed with emphasis on the work of Hull and Tolman. Current theories (Mowrer, Estes, Spence) will be discussed. Extension of learning-theoretic approaches to social and clinical human behavior will be examined. Students will conduct individual research projects on problems relevant to the course. Prerequisite: Psychology 11.

22. PSYCHOLOGY OF LANGUAGE

Mr. D'Andrea

Following a brief historical survey of theories of language, the course will concentrate on the development of modern psycholinguistics. Such topics as information theory, semantics, the interpretation of language in terms of association theories and of classical and instrumental conditioning, the relation between language and thinking, and other psychological processes will be discussed. Students will have the opportunity to pursue their particular interests, whether they be in the philosophical or mathematical theories of language, in culture and language, or in more conventional linguistics. Prerequisite: Psychology 11 or the consent of the instructor.

23. THEORIES OF PERSONALITY

Mr. Winston

Although the course will cover the major personality theorists, it will go most extensively into Freudian and neo-psychoanalytic personality theory. Theorists such as Jung, existentialist personality theorists, and the proponents of a trait approach to personality will also be discussed. Wherever possible, reading will be in original sources. Class discussion and papers will concentrate on clarifying and evaluating the merits of different theories. Prerequisite: Psychology 11.

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24. DEVELOPMENTAL PSYCHOLOGY

Mr. Heath

The course will be organized around the major developmental problems of childhood, adolescence and the adult, and the types of controls used to master these problems. Emphasis will be placed on Piaget's and the ego psychologists' theories of child development. Consideration will also be given to the psychological aspects of identity, marriage, religion, old age, and death. Prerequisite: Psychology 16 and the consent of the instructor.

Not offered in 1965-66

25. ANALYSIS OF BEHAVIOR

Mr. D'Andrea

Three lectures and one laboratory period each week.

The course systematically formulates and analyzes the problems of scientific method, learning, motivation, and emotion in terms of the principles of operant conditioning. Detailed analyses will be made of such problems as primary and conditioned reinforcement, reinforcement schedules, and avoidance conditioning. Lectures will emphasize the systematic principles and their application to a variety of human behaviors. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Students will also do an independent research project. Prerequisite: Psychology 11 or the consent of the instructor.

31. PERCEPTION AND JUDGMENT

Mr. Perloe

Three lectures and one laboratory period each week.

Analysis of the major theoretical positions, methodological problems, and relevant research in perception and judgment. The following topics will be discussed: form and space perception, the effects of learning and motivation on object perception, signal detection, and psychological judgment. Students will design and carry out several small experiments and one larger study. Prerequisite: Psychology 11 and either Psychology 33 or Mathematics 18 (the former may be taken concurrently).

32. COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE

(Also called Sociology 32)

Mr. Perloe

A detailed coverage of recent psychological research and theory on persuasive communications and attitude change. Consideration will be given to the effects of the following factors: the nature of the communicator, the use of emotional appeals, the structure of persuasive communications, the personalities of the communication recipients and the occurrence of inconsistencies between belief and action. The consequences of gross situational changes such as "brainwashing" will be discussed. The last part of the course will be organized as a seminar devoted to individual research projects. Prerequisite: Psychology 12 or the permission of the instructor.

RELIGION

33. READINGS IN PSYCHOLOGY

Mr. D'Andrea and Mr. Perloe

The first five weeks of the course will be spent on individual study of basic statistical principles and methods as they apply to psychology. For the remainder of the semester, the course will be organized as a current literature seminar, with bi-weekly luncheon meetings at which students report upon and discuss articles from recent psychological journals. Grading in this course will be on a "pass-fail" basis. Prerequisite: Major standing or permission of the instructor.

34. ABNORMAL PSYCHOLOGY

Mr. Heath

Three hours of class and field work each week.

The seminar will introduce the student to the inner world and dynamics of schizophrenia from detailed case studies and reading in both the theoretical and research literature. Following a survey of other behavior disorders likely to be encountered in the field work, the seminar will examine the theoretical and methodological issues involved in personality assessment and therapy. The field work offers closely supervised experience in observational procedures, participation in the various services of a research mental hospital, and discussion with the professional staff following demonstrations of personality assessment methods, and therapeutic interviews. Prerequisite: Psychology 23 and the consent of the instructor.

Not offered in 1965-66.

51, 52. RESEARCH TOPICS IN PSYCHOLOGY

Mr. Perloe and Mr. D'Andrea

This course will introduce students to the problems of hypothesis formation and definition, experimental design, data analysis, and report writing by means of seminars, closely supervised experimental research projects, and oral reports. Students must have selected the general topical area within which they wish to do research prior to admission to the course. Prerequisite: Psychology 14, 31, and 33, and the consent of the instructor.

81, 82. READING PROJECTS IN PSYCHOLOGY

Staff

Not offered in 1965-66.

RELIGION

ASSISTANT PROFESSOR GERHARD E. SPIEGLER, *Chairman*

ASSISTANT PROFESSOR C. PETER SLATER

The department of religion examines the nature and function of religious thought in terms of its historical formation and in its contemporary setting. Major attention is given to the diverse currents of the Judeo-Christian heritage. At the same time students are introduced to the historical comparative study of religions outside the Judeo-Christian tradition. Students majoring in religion must secure a solid methodological and substantive foundation in

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the field as a whole and concentrate on its relation to one other academic discipline, e.g., anthropology, Classics; English, history, philosophy, or psychology.

Major Requirements

The exact structure of the program and the choice of the supporting discipline must be determined in consultation with the major supervisor and the second department in question. The program must include the following courses:

- a. Religion 11, 12; 15, 16 or 27, 28; 100; Philosophy 11-12
- b. Three additional half-year courses in religion.
- c. Five half-year courses beyond the introductory level in the department of the supporting discipline.
- d. Such additional language courses as deemed essential by the department of the proposed course of study.

A comprehensive examination consisting of three parts:

- a. An examination in one of the following areas: 1) Biblical history and literature; 2) phenomenology and history of religion; 3) history of religious thought in the Judeo-Christian tradition.
- b. An examination in current philosophical and constructive theological thought.
- c. An examination in the supporting discipline, testing the level of competence in a specified area of the field in relationship to the studies in religion.

Requirements for Honors

Honors in religion are awarded for a prearranged special study of the works of some major theologian or work on a major theological problem. The usual method for testing such study is by a three-hour written examination and an oral examination, but a thesis may be presented in place of the written examination. *Honors* will not be given unless the candidate has an average of 85 or better in the regular comprehensive examinations in religion, and *high honors* require a minimum grade of 90.

11, 12. INTRODUCTION TO BIBLICAL HISTORY AND INTERPRETATION

Staff

A study of the formation and interpretation of the foundational literature of the Judeo-Christian tradition in its historical context and its theological content. In the first semester the course focuses on the socio-political and religio-cultic life of the Hebrews. Their religious thought is studied and the student is introduced to the methods and results of critical scholarship on the Hebrew Bible in translation. In the second semester the New Testament is examined within the context of the growing early Christian church. Extensive reading in biblical and extra-biblical sources; reports, lectures, and class discussions. Religion 12 is open without prerequisite.

15. INTRODUCTION TO HINDUISM AND ISLAM

Mr. Slater

Classical and historical developments in Hinduism and Islam from earliest times to the present. Two hours of lecture and one hour of discussion in sections.

RELIGION

16. INTRODUCTION TO BUDDHISM AND THE PHENOMENOLOGY OF RELIGION Mr. Slater

The development of Buddhism is traced from India to Japan. The class will deal briefly with aspects of thought and practice in Confucianism, Taoism and Shintoism and conclude with introductory material on the phenomenology of religion, as a way of appreciating ancient myths, symbols, and rituals generally. Two hours of lectures and one hour of discussion in sections. Prerequisite: Religion 15 or the consent of the instructor.

22. PHILOSOPHY OF RELIGION Mr. Slater (Also called *Philosophy 22*)

A study of classical and contemporary treatments of such topics as faith and knowledge, theology and history, religion and morals, the nature and existence of God, evil and life after death, and problems to do with truth-claims and meaningfulness in religious discourse. Lectures, reports, and class discussions. Prerequisite: One course in philosophy and consent of the instructor.

27. FORMATION AND GROWTH OF CLASSICAL CHRISTIAN THOUGHT Mr. Spiegler (Also called *History 27*)

A study of the origins and normative formulations of Christian doctrines in the encounter with Hellenistic religious and philosophical thought and their theological interpretation through 1300 A.D. Special attention is given to the works of the Apostolic Fathers, Irenaeus, Origen, Athanasius, Augustine, Anselm and Thomas Aquinas. Firsthand acquaintance with selected writings of these theologians; reports, lectures, and class discussions. Prerequisite: Religion 11 or 12 or Classics 19-20 or Philosophy 11-12 (these may be taken concurrently) or the consent of the instructor.

28. CURRENTS IN THEOLOGICAL THOUGHT SINCE 1300 A.D. Mr. Spiegler (Also called *History 28*)

A study of later Medieval and Reformation Protestant theological thought leading into an examination of the main theological currents since the Enlightenment within the context of modern philosophical developments. Special attention is given to works by such men as Meister Eckhart, Ockham, Luther, Calvin, Spinoza, Kant, and Schleiermacher. Firsthand acquaintance with selected writings of these thinkers; reports, lectures, and class discussions. Prerequisite: Religion 27 or the consent of the instructor.

29. RELIGIOUS IDEAS IN MODERN CULTURE Mr. Spiegler (Also called *Philosophy 29*)

A study of some theological and philosophical problems and issues in contemporary literature. Special attention is given to theistic and nontheistic existentialism, theological naturalism and confessional theology. The work of such men as Kafka, Camus, Buber, Heidegger, Barth and Tillich will be examined respectively. Firsthand acquaintance with selected writings of four of these men; reports, lectures, and class discussions.

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32. SEMINAR IN HISTORICAL THEOLOGY

Mr. Slater

(Also called *History 32*)

Intensive study of a major thinker or movement in the history of Christianity. May be repeated for credit with change of content. Topic for 1965-66: Augustine's *Confessions*, *City of God*, and selections from later writings such as the work *De Trinitate*. Prerequisite: Religion/History 27 or consent of the instructor.

33. SEMINAR IN WORLD RELIGIONS

Mr. Slater

Intensive study of some period or set of problems in the field. May be repeated for credit with change of content. Topic for 1965-66: Religious Thought and Practice in India. (Gandhi and his background.) Prerequisite: Religion 15, 16 or consent of the instructor.

38. SEMINAR IN PHILOSOPHICAL THEOLOGY

Mr. Spiegler

(Also called *Philosophy 38*)

Specialized study of the works of some major philosopher and theologian or work on a major theological problem. May be repeated for credit with change of content. Topic for 1965-66: Major Themes in the Thought of Whitehead and Wieman. Prerequisite: Consent of the instructor.

40. HISTORY AND PRINCIPLES OF QUAKERISM

Mr. Bronner

(Also called *History 40*)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of the dominant Quaker conception is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

81, 82. PROJECT COURSES

Mr. Spiegler and Mr. Slater

Individual consultation; independent reading and research.

ROMANCE LANGUAGES

PROFESSOR MARCEL M. GUTWIRTH, *Chairman*

PROFESSOR MANUEL J. ASENSIO

ASSOCIATE PROFESSOR BRADFORD COOK

VISITING ASSISTANT PROFESSOR DEBORAH R. LIPPMAN

Admission of new students to all French and Spanish courses except French 11-12 and Spanish 11-12 is contingent upon placement examinations administered by the Department prior to the opening of such courses.

Opportunity is given to students who complete French 11-12, Spanish 11-12 or Spanish 13-14 with distinction to advance readily into higher

courses by passing a special examination in September on a prescribed program of vacation study.

Residence in the French and Spanish Houses and participation in the Cercle Français and Club Español afford an opportunity for supplementary oral practice.

Students who might profitably spend their junior year in France or Spain are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in Romance languages are encouraged to spend a summer in France or in a Spanish speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

FRENCH

The program in French is designed to give the student some facility in handling the French language, by elucidation and review of fundamentals, by a progressive course of reading, constant practice in hearing, speaking, writing French. Through the study of French history the student is further made aware of the circumstances that have given rise to French civilization and the institutions that shaped its unfolding. Through the masterpieces of French literature, which he is then ready to approach, by close study of style and structure, of moral and artistic intentions he is led to enlarge his understanding of the human heart—as well as of the mind—and to heighten his perception of artistic achievement. A reading in the original of the works of major figures like Pascal, Molière, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.

Major Requirements

French 31, 32, 33, 34, 41, 42, and 100.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Requirements for Honors

Honors in French will be awarded on the basis of consistently distinguished work in the literature courses—including at least one project course—and of a grade of 90 or better on the comprehensive examinations. *High honors* will be determined by a further oral examination.

HAVERFORD COLLEGE

11-12. INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT

Mr. Cook

Pronunciation and intonation; grammar, with oral and written exercises. Reading, in the second semester, of easy texts of literary merit.

This course is not open to students who have had previous training in French.

13-14. THE FRENCH NATION

Staff

The purpose of the course is to acquaint the student with French civilization by making him familiar with the broad outline of French social, political, and literary history. Representative literary works are read, in conjunction with a standard French history text. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 11-12 or satisfactory performance on a placement test.

21. DICTION AND COMPOSITION IN FRENCH

Mrs. Lippman

Intensive language work in a small class. Grammar review, compositions, pronunciation drill, oral reports. The work will be centered on literary topics (e.g., the contemporary theatre), but the emphasis will be on perfecting linguistic performance. Prerequisite: Permission of the department.

22. EXPLICATION DE TEXTES

Mrs. Lippman

An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several *genres*. Prose and poetry, essay and fiction drawn from a variety of periods will come under scrutiny. Prerequisite: French 21 or the equivalent.

31. THE CLASSICAL AGE

Mr. Cook

Readings in the French XVIIth century, from Pascal's *Pensées* to La Bruyère's *Caractères*, with special attention to the flowering of the classical drama. Prerequisite: French 22 or the equivalent.

Offered in 1965-66 and alternate years.

32. THE TWENTIETH CENTURY

Mr. Gutwirth

Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent.

Offered in 1965-66 and alternate years.

33. NINETEENTH CENTURY LYRIC POETRY

Mr. Cook

The lyrical rebirth of the 19th century: Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. Prerequisite: French 22 or the equivalent.

Offered in 1966-67 and alternate years.

ROMANCE LANGUAGES

34. THE NOVEL FROM LACLOS TO PROUST Mr. Gutwirth

The rise of the modern novel in France from the late 18th to the early 20th century, with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent.

Offered in 1966-67 and alternate years.

41. ADVANCED TOPICS IN FRENCH LITERATURE Mr. Gutwirth

1965-66. Racine

Prerequisite: consent of the instructor.

42. ADVANCED TOPICS IN FRENCH LITERATURE Mr. Cook

1965-66. Proust

Prerequisite: consent of the instructor.

81, 82. SPECIAL PROJECTS IN FRENCH LITERATURE Staff

This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of the individual student.

SPANISH

The courses offered in Spanish are designed to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture. Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on grammar, reading, and conversation. Even in these elementary courses the approach corresponds to the liberal tradition of the college, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures. Interested students should consider, in addition to the courses listed below, the offerings in Spanish at Bryn Mawr College.

Major Requirements

Spanish 21-22; 23-24, 33, 81 or 82, and 100.

History of Spain and Spanish America, as a background for literature.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

HAVERFORD COLLEGE

Requirements for Honors

Honors in Spanish are awarded to students who consistently show high quality work in their literature courses and undertake study beyond the normal requirements. Every *honors* student must complete at least one project course. A minimum grade of 88 is required in the comprehensive examinations. *High honors* are awarded on the basis of a further oral examination.

11-12. ELEMENTARY SPANISH

Mr. Asensio

Grammar, with written and oral exercises; reading; thorough drill in conversation.

13-14. INTERMEDIATE SPANISH

Mr. Asensio

Review of grammar, with written and oral exercises; composition, reading and conversation. Prerequisite: Spanish 11-12 or the equivalent.

21-22. INTRODUCTION TO SPANISH LITERATURE

Mr. Asensio

A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Offered in 1966-67 and alternate years.

23-24. INTRODUCTION TO LATIN-AMERICAN LITERATURE

Mr. Asensio

A survey of Latin-American literature from the Colonial period to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Offered in 1965-66 and alternate years.

25-26. INTRODUCTION TO HISPANIC CIVILIZATION

Mr. Asensio

Geographic, cultural, and historical background. Emphasis is laid on basic attitudes underlying the Spanish and Spanish-American culture pattern and contrasting with characteristic American attitudes. Lectures, reading, discussion, written reports. Prerequisite: Spanish 13-14 or the equivalent.

Not offered in 1965-66.

33. SPANISH LITERATURE OF THE GOLDEN AGE

Mr. Asensio

Cervantes, Lope de Vega, Tirso de Molina, Calderon; lectures, written and oral reports.

81, 82. SPECIAL TOPICS IN SPANISH LITERATURE

Mr. Asensio

Reading and lectures; written and oral reports. This course may be repeated, with change of content, for full credit.

RUSSIAN

PROFESSOR FRANCES DE GRAAFF, *Chairman*

ASSISTANT PROFESSOR RUTH PEARCE

The courses in Russian are designed to offer the students the opportunity to learn to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 11-12 and 21-22 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 21-22 can continue with the more advanced courses offered at Bryn Mawr College.

Major Requirements

(Courses numbered above 100 are offered at Bryn Mawr College.)

Students majoring in this field will be required to take:

8 semester courses in Russian language and literature: 11-12, 21-22, 201, a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

3 semester courses in Russian history and institutions: History 206 (History of Russia); Political Science 43 (The Soviet System).

Other related courses, including Russian 200 (Advanced Training in the Russian Language), and Russian 203, (Russian Literature in Translation) are recommended.

A comprehensive examination on the Russian language, a special period of Russian literature, and Russian history.

Requirements for Honors

Honors in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. *High honors* will be awarded on the basis of further oral examination.

11-12. ELEMENTARY RUSSIAN

Miss de Graaff

Five periods a week.

Russian grammar, conversation, and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.

21-22. INTERMEDIATE RUSSIAN

Mrs. Pearce

Four periods a week.

Grammar review, reading in Russian classics and contemporary materials, conversation. Prerequisite: a grade of 70 or higher in Russian 12, or the equivalent.

SOCIOLOGY AND ANTHROPOLOGY

ASSOCIATE PROFESSOR A. PAUL HARE, *Chairman*

PROFESSOR IRA DE A. REID

The curriculum in sociology and anthropology is designed to develop the student's understanding of the social structure, the social process, and the social relationships of human societies. The subject matter deals with man, his groups, his organizations, and his communities. Courses are offered for those who would make these subjects their area of major interest as well as for those students who wish to study behavioral science methods or such specific subjects as populations, the family, small groups, and the urban community. Complementary and supplementary courses in sociology are offered in conjunction with Bryn Mawr College. Attention of students is called to the work in anthropology offered at Bryn Mawr.

Major Requirements

A major program in sociology and anthropology has a prerequisite of Sociology 11, 21, and 22. Students are advised to take these courses in their freshman and sophomore years. The program requires also the satisfactory completion of the following courses:

- a. Sociology 49, 81 or 82, 100.
- b. four additional courses in sociology and/or anthropology selected from the offerings below or from those at Bryn Mawr College.
- c. two courses selected from the departments of economics, political science, and psychology, subject to the approval of the Major Supervisor.

A comprehensive examination and a research paper designed to test the student's knowledge as well as his ability to integrate and utilize the subject matter of the behavioral sciences are required in the senior year.

Students who wish to take a major program with primary emphasis on anthropology should consult the chairman of the department. Anthropology 101 at Bryn Mawr College is prerequisite for all advanced work in anthropology.

Requirements for Honors

Candidates for *final honors* in sociology and anthropology will be required to demonstrate high competence and seriousness of purpose in their major courses, to complete two research papers, one during the junior year, another during the senior year, and to pass with distinction a comprehensive examination.

11. INTRODUCTORY SOCIOLOGY

Mr. Reid

A basic course designed to acquaint the student with the essential points of view about human groups and their behavior, the more important information which sociologists have discovered about groups, the research procedures used, and the basic methods of the field.

SOCIOLOGY AND ANTHROPOLOGY

12. SOCIAL PSYCHOLOGY

Mr. Perloe

(*See Psychology 12*)

21, 22. SOCIAL RESEARCH

Mr. Hare

An analysis of classic and significant studies in the fields of social sciences with a view toward understanding the methods, tools, techniques, and hypotheses of social research. Studies will demonstrate the use of statistical, case, historical, and other research procedures. Sociology 22 will utilize principles and practices in computer analysis in the social sciences. Individual projects. Prerequisite: Sociology 11, or introductory courses in the other social sciences.

32. COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE

Mr. Perloe

(*See Psychology 32*)

33. POPULATION POLICIES AND PROBLEMS

Mr. Reid

A study of the restrictive, expansive, and eugenic aspects of population policies and practices. Special attention is given to changing national policies on birth control and migration and related socio-economic indices. Lectures, projects, and examination. Prerequisite: Sociology 11 and 21.

35. THE SOCIOLOGY OF SMALL GROUPS

Mr. Hare

Theoretical and experimental analyses of the structure and interaction systems of small social groups. Special attention is given to the methodologies of sociometry and field theory and their relevance for economic, political, and social situation analysis. Prerequisite: Sociology 21.

37. THE FAMILY

Mr. Reid

A study of the institutions designed to guarantee the perpetuation of the group and its cultural heritage in comparative societies. The course will analyze functions, forms, and processes of the institutions of marriage and the family. Individual projects. Prerequisite: Sociology 11.

38. THE MODERN URBAN COMMUNITY

Mr. Reid

A study of the social and spatial aspects of modern urban community organization as influenced by personal, technological, ecological, economic and political factors. Special attention is given to the problems and processes of planning. Individual projects. Prerequisite: Sociology 11 and 21.

40. RACE AND ETHNIC GROUPS IN THE MODERN WORLD

Mr. Reid

An analysis of the secularization of the world's peoples and the contemporary "minorities" situations in the world; how these situations arise; how they are perpetuated. Special attention is given to theories and methods of analysis. Individual projects. Prerequisite: Sociology 11.

HAVERFORD COLLEGE

45b. SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR Mr. Hare

An analysis of the theories and problems of social disorganization and deviant behavior as they relate to criminology and penology. Lectures, field trips, reports. Prerequisite: Permission of the department, with preference given to sociology-anthropology majors.

49. SOCIAL THEORY Mr. Oppenheimer

Analysis of the theoretical work of several classical and modern thinkers.

Offered at Bryn Mawr College as Sociology 302a.

52. ISSUES IN SOCIETY Mr. Reid

This seminar is designed to treat a sociological situation of current or potential importance, emphasizing the nature and problems of social fact, social values, and the social process. This course may be repeated for credit. Prerequisite: Permission of the instructor.

81, 82. PROJECT AND READING COURSES Mr. Hare

Individual consultation; supervised independent reading and research.

Research papers and reading courses on special topics based upon the individual interests of advanced students. Junior and senior *honors* papers in the department may be written for credit in this course. Required of all sociology-anthropology majors. Prerequisite: Permission of the department.

SPANISH

(see Romance Languages)

ARTS AND SERVICE PROGRAM

The faculty of Haverford College adopted in the spring of 1947 a program designed to cultivate aesthetic perception, creative control of materials, a love of fine workmanship, and other important areas of learning and of experience, such as community service, which have usually been omitted from the liberal arts program. The faculty feels that, though courses in these areas cannot properly be included in the academic curriculum, they are of no less importance in the development of personality than strictly intellectual work.

ARTS AND SERVICE PROGRAM

Every student is required to take nine terms (a "term" in this sense being approximately nine weeks in either the autumn, winter, or spring) of work which is not academic in nature. It is mandatory that six of these terms be taken in physical education: three in the freshman year, two in the sophomore year, and one in the junior year. The remaining three terms (one in the sophomore year, and two in the junior year) may be devoted either to courses of the department of physical education or to those of the Arts and Service Program described here.

In its non-academic work, the College insists on the same high quality of teaching which it demands in its academic courses. A distinction in the two types of work is needed not because one is thought to be less important than the other, but because in the opinion of the faculty the two kinds of work are different and should not be equated.

APPLIED MUSIC

Three and a half hours a week.

Students may receive Arts and Service credit for serious and purposeful study of a musical instrument or of voice. This study will be at the student's expense. To receive credit for one term, the student must work for at least sixteen weeks with an instructor approved by the chairman of the music department. At least a half-hour lesson, and three hours a week of practice, are required.

COMMUNITY SERVICE

Mr. Hetzel

This course provides an opportunity for students to participate in the affairs of the community. Arrangements are made on an individual basis for scheduled activities such as the Philadelphia and Ardmore tutorial projects, Weekend Workcamps, YMCA and Boy Scout leadership, Haverford State Hospital volunteer service, political party and election campaign activity, work for the American Friends Service Committee, etc. Offered in the fall, winter and spring terms.

COMPUTER USAGE

Mrs. Johnson

Three hours a week.

A course designed to acquaint students with digital computers, and the analysis and preparation of problems for computers. The Fortran language will be used. Each student will have the opportunity to program and run a problem on the IBM 1620. Examples will be drawn from scientific and business applications. Offered in the fall term. Limited to fifteen students.

GLASS BLOWING

Mr. Kusel

Three hours a week.

A course in basic glass blowing. A minimum of four students and a maximum of six. Offered in the fall term.

HAVERFORD COLLEGE

MACHINE-TOOL WORK

Mr. Wilson

Three hours a week.

This course, designed for beginners, will include machine-tool work on the lathe, milling machine, shaper, and drill-press. Those who have sufficient skill will be permitted to use the scheduled period for approved projects of their own choice. Offered in the fall and winter terms. Limited to five students.

MODELING AND SCULPTURE

Mr. Dioda

Three hours a week.

A course open to beginning and advanced students. It includes composition, portrait, and modeling from life. Students will begin in plasteline, cast in plaster, and develop creative compositions in various materials. As artists have long been taught to read, so this course aims to teach academic students to see. Offered in the fall and winter terms, for a minimum of five and a maximum of ten students.

PAINTING AND GRAPHIC ARTS

Mr. Janschka

Three hours a week.

The purpose of instruction in this course is to help the student in acquiring perception and skill in artistic creation and rendition through the media of drawing, printmaking, and painting. It will involve an investigation of the uses and potentialities of different techniques, employing still life, life models, and imagination. For the advanced student the stress is on picturemaking, but prior experience is not required. Offered in the fall and winter terms. Limited to twelve students each term.

PHOTOGRAPHY

Mr. Wilson

Three hours a week.

This is a course for beginners, and will include instruction in the use and characteristics of photographic equipment, the processing of films and papers, and the composition of subject material both indoors and outdoors. Offered in the fall and winter terms. Limited to four students.

RADIO COMMUNICATION

Mr. Benham

Three hours a week.

This course consists of projects in radio, such as instruction in the International Morse Code, a study of basic principles, or a construction project (the cost of materials to be borne by the student). It may serve as preparation for the amateur license examination given by the Federal Communications Commission. Offered in the winter term. Admission with the consent of the instructor.

ARTS AND SERVICE PROGRAM

READING AND RECORDING FOR THE BLIND Mr. Benham and Mr. Butman

Three hours a week.

This course offers the opportunity of reading to students at the Overbrook School for the Blind, or making tape recordings of short stories, novels, and poetry. Admission with the consent of the instructors. Offered in the winter term, but students wishing to enroll in this course should see Mr. Benham at the time of registration for the fall term.

THEATER ARTS—MOVEMENT ON THE STAGE Mr. Butman

Three hours a week.

In this course the student is taught how to move on the stage, both in mime and regular acting. The purpose is mainly to overcome self-consciousness and to help the student in self-expression. Offered in the fall term.

THEATER ARTS—SPEAKING ON THE STAGE Mr. Butman

Three hours a week.

A course in which the student is taught how to use his voice on the stage, both as a formal speaker and as an actor. Training is given in dramatic speaking, verse reading, and public speaking. Offered in the winter term.





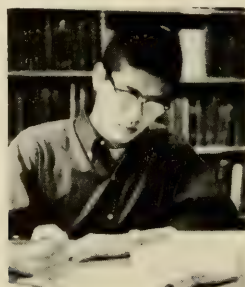


Stokes Hall.





Library.



Roberts Hall.

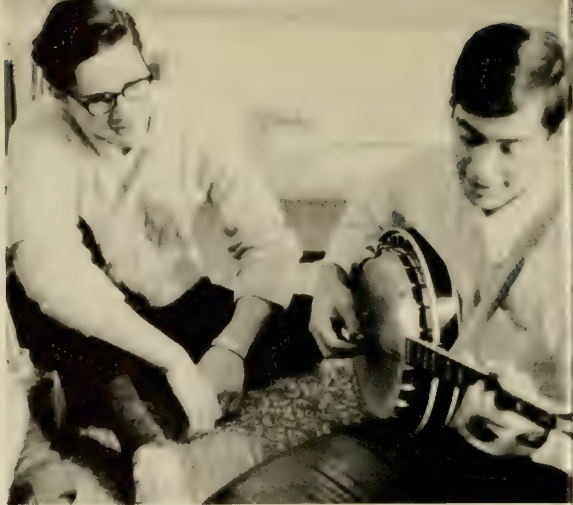




Student Union.

Founders Hall.





Lloyd Hall.

Infirmary.



*Opportunity for creative work,
social interests, community service.*

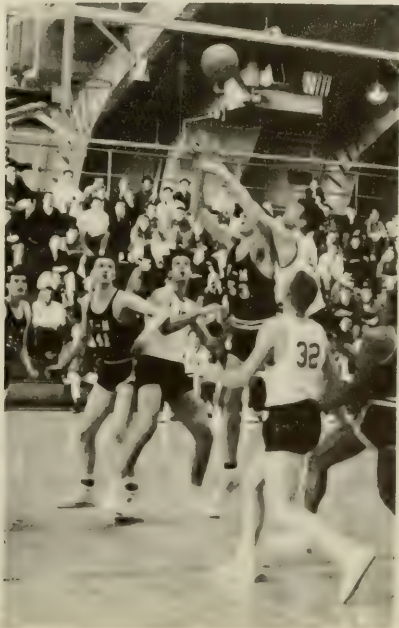




Barclay Hall.



Leeds Hall.



Haverford competes in 13 intercollegiate sports.







HEALTH
PROGRAM
•
STUDENT
ACTIVITIES

HEALTH PROGRAM

The Haverford College health program is under the direction of the college physician, who holds office hours at the Infirmary at stated hours and is available in any emergency. Also available to all college students by appointment at the college Infirmary, is a qualified psychiatrist. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the University Hospitals in Philadelphia. The college nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the college and each year before returning to campus. A report of this examination, on a form supplied by the college and signed by the student's physician, must be submitted to the college physician not later than October 1 each year. Follow-up examinations are given when indicated by the college physician. Influenza vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the college. Pre-entrance chest x-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and first-aid service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, and x-rays needed for diagnosis, and the services of the college physician and resident nurse.

Students will be charged \$5 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000 for each accident. The expenses covered include x-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist's bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the college physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the unit fee which is paid by all students (see page 34).

STUDENT GOVERNMENT

The Students' Association is made up of all undergraduates at Haverford College. The college has delegated to the Students' Association—and the Association has accepted—the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The main instrument for exercising this unusual degree of self-government is the Students' Council, composed of elected representatives from each class.

The Students' Council is both an executive and a judicial body. It handles all phases of the administration of regulations of the Students' Association. It manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the Student Activities Fees.

The presidency of the Students' Council is the most important undergraduate office at Haverford. The president represents the student body before the Board of Managers, the college administration, and the faculty, serving both as liaison officer and as executive.

Honor System

The honor system at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the honor system stipulates that one should distinguish clearly between one's own work and material from any other source. Since examinations are not proctored at Haverford, suitable conduct is required by accepted code. In the social area the guiding principle is respect for women guests and for the college community.

The honor pledge is called to the attention of each applicant for admission to Haverford College:

"I hereby accept the Haverford College Honor System, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the Honor System and the attitude of personal and collective honor upon which it is based."

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities under the honor system: (1) to govern his own conduct according to the principles which have been adopted by the Students' Association; (2) in case of a breach of the honor system to report himself to the Students' Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student is pledged to report the matter to the Students' Council. In this manner each individual becomes personally responsible for the successful operation of the entire honor system.

STUDENT GOVERNMENT

There are several ways in which the honor system contributes to the quality of student life at Haverford. There is educational value in considering carefully the factors which make standards necessary and in deciding as a group what standards and regulations are needed in a college. It follows that a large degree of self-government is made possible since students are willing to respect those standards which they themselves have set up. At the same time Haverford successfully meets its responsibility to the community by maintaining an acceptable level of conduct. With his privileges and responsibilities more clearly defined, a Haverford student enjoys a freedom which contributes to the atmosphere of integrity and mutual confidence that prevails at the college.

Each entering student must feel confident before selecting Haverford that he can give his active support to the honor system. He should realize that its success, which is of great importance to him personally and to the whole student body, and indeed to the college itself, depends upon his willingness to give it his complete support.

Because of the honor system, students at Haverford can schedule their own mid-year and final examinations within the period of time set aside for them. The inequities which result when the examination schedule is arranged impersonally are thus eliminated. The self-scheduling system resulted from the initiative of a small group of students in the spring of 1962. The faculty has approved it as normal procedure, subject to continued satisfactory operation. It is administered by a student committee cooperating with the Registrar.

Student Committees

THE COMMITTEE ON STUDENT AFFAIRS is a joint committee made up of members of the administration and undergraduates. It is responsible for setting policy and for arranging the calendar for social events, athletics, and extracurricular activities. The budgets of all recognized student organizations must be submitted to it for approval.

The constitution of the Students' Association provides for the following committees to be appointed by the Students' Council:

THE STUDENT CURRICULUM COMMITTEE investigates and suggests possible changes in the program of study of the college.

THE CUSTOMS COMMITTEE is in charge of introducing the freshmen to the college in September.

THE RULES COMMITTEE is an advisory committee on legal and procedural matters of Student Government and continually evaluates and suggests changes in the Constitution.

HAVERFORD COLLEGE

THE DORMITORY COMMITTEE works with the Dean of Students in matters pertaining to dormitory living.

Various other committees are appointed by the Students' Council according to existing needs. These include the Final Examination Committee, which cooperates with the Registrar in administering self-scheduled mid-year and final examinations, and the Meeting Committee, which is responsible for introducing Friends Meeting to new students, and for helping the faculty and administration in their attempts to make Meeting a meaningful experience.

STUDENT ORGANIZATIONS

THE INTERNATIONAL CLUB, founded in 1954 by an exchange student, offers opportunities for Haverford students to become acquainted with customs in foreign countries.

THE DRAMA CLUB, in conjunction with the Bryn Mawr College Theater, produces on the average three major plays a year, alternating between the Bryn Mawr and Haverford stages. The workshop of the Club, with lectures and discussions on all vital aspects of play production, is open to all regardless of previous experience.

THE HAVERFORD COLLEGE GLEE CLUB, the chief musical organization of the college, is open to all students who have a love of music and enjoy singing. A schedule of trips and joint concerts with choruses of the principal women's colleges is planned each year, often including a concert tour during spring vacation. The club presents major choral works as well as numbers for male voices. Rehearsals are held twice weekly.

THE HEINRICH SCHÜTZ SINGERS (mixed chamber chorus of Haverford and Bryn Mawr students) is open to qualified singers who are members of the college Glee Club.

THE ORCHESTRA is a combined enterprise with Bryn Mawr College. Concerts are presented during the year and the Orchestra often participates with the Glee Club in the performance of major choral works.

Smaller ensemble groups for chamber music are fostered at both colleges. There is opportunity for instrumental study with noted teachers at nearby music institutions.

THE RADIO CLUB operates the college radio station, WHRC, which broadcasts to both the Bryn Mawr and Haverford campuses. Members of the club arrange programs, operate the station, and build or buy necessary equipment. The studios are located in the Union building.

STUDENT PUBLICATIONS

THE VARSITY CLUB of Haverford College, organized in 1936, is composed of undergraduates who have won varsity letters. Its purpose is to advance the interests and ideals of the college through athletics.

THE ARTS COUNCIL is an organization whose purpose is to encourage interest and participation in the arts. To carry out this aim the council sponsors recitals, readings, lectures on the arts, and other events of this nature on the campus. Membership is open to anyone who is interested in this area of activity.

THE SOCIAL ACTION COMMITTEE unites all civil rights, civil liberties, peace, and other social movements under a single organization.

THE HAVERFORD VARSITY MARCHING SOCIETY AND AUXILIARY FIFE AND DRUM CORPS is an informal marching band which plays at football and basketball games and performs between halves.

AIESEC is an international student organization with chapters in 26 countries. Its purpose is to place students in foreign countries during the summers in order that they may experience different cultural surroundings along with some practical business experience. Though the organization is mainly composed of students in economics and commercial science, the basic requirement for placement is one year of college including one year of economics.

THE ORIENTAL CLUB encourages interest in Oriental art and culture. It sponsors speakers and performers in Oriental subjects.

DEPARTMENTAL CLUBS. There are at Haverford various departmental groups which arrange for outside speakers, hold discussion sessions, sponsor demonstrations, plays, and social gatherings. Among these are the French Club, German Club, Spanish Club, Philosophy Club, Psychology Club, the Mathematics Club, Biology Club, and Chemistry Club.

STUDENT PUBLICATIONS

THE HAVERFORD NEWS is a weekly newspaper, published on Fridays, during the college year, by undergraduates. There are opportunities for all interested men on both editorial and business staffs.

THE HAVERFORD COLLEGE HANDBOOK is published each fall under the auspices of the Students' Council. It contains information particularly valuable to new students.

THE RECORD, the college yearbook, is published annually by the senior class, with the financial support of the Students' Association.

THE HAVERFORD REVUE is a magazine devoted to student literary efforts. It is normally published twice a year.

LIST OF
SCHOLARSHIPS
AND
PRIZES

LIST OF ENDOWED SCHOLARSHIPS

(It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.)

1890 MEMORIAL SCHOLARSHIP FUND.—Established by a member of the Class of 1923 in memory of his father, of the Class of 1890, and in recognition of his father's friendship with the members of his class. The income from this fund is to be awarded as a scholarship by the college to a deserving student.

M. A. AJZENBERG SCHOLARSHIP FUND.—Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City.

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIPS.—Scholarships, awarded at the discretion of the faculty "to some student or students preparing for medicine, the selection to be based on character, scholarship, and financial need."

CAROLINE CHASE SCHOLARSHIP FUND.—Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time president of the college. This fund is an expression of Thomas Chase's "enthusiastic appreciation for its high standards of scholarship in Greek, Latin, and English literature."

CLASS OF 1904 SCHOLARSHIP FUND.—Established June 4, 1954, in commemoration of the fiftieth anniversary of the Class of 1904. The income from this fund, which was contributed by the class and the families of its deceased members, will provide one scholarship.

CLASS OF 1913 SCHOLARSHIP.—One scholarship, preference to be given to descendants of members of the Class of 1913 who may apply and who meet the usual requirements of the college.

CLASS OF 1917 SCHOLARSHIP.—One scholarship, preference to be given to descendants of members of the Class of 1917 who may apply and who meet the usual requirements of the college.

W. W. COMFORT FUND.—This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving

HAVERFORD COLLEGE

college, repay to the fund the amount which he received while an undergraduate.

J. HORACE COOK FUND.—Established in 1955 by a bequest under the will of J. Horace Cook, of the Class of 1881, for a scholarship, "one to be awarded each year so that there will be a student in each class receiving his tuition from this fund."

THOMAS P. COPE SCHOLARSHIP.—One scholarship.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP.—One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

KATHLEEN H. AND MARTIN M. DECKER FOUNDATION SCHOLARSHIP.—Established in 1958, the Kathleen H. and Martin M. Decker Foundation Scholarship is awarded annually to young men preparing themselves in the fields of physics, mathematics, chemistry, and biology. The Scholarship Committee, in making their selections, will have regard for candidates who rank high in scholarship, leadership, and character. At least one scholarship will be given each year with a maximum grant of \$1,000. The actual amount of the stipend will be determined by the financial need of the candidate.

JONATHAN AND RACHEL COPE EVANS FUND.—Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans. One half of the income of this fund is to be used for scholarships.

THE $f(x)$ SCHOLARSHIP.—Established by the bequest of Legh Wilbur Reid, who died April 3, 1961 and who was the esteemed professor of mathematics at the college for 34 years. His will provides that the scholarship is to be known as the $f(x)$ Scholarship. The scholarship is to be awarded to a student in either the sophomore, junior, or senior class who has successfully completed the freshman course in mathematics at Haverford College and who shall have shown a real interest in mathematics and who has given promise for the future of his work in that subject.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP.—One scholarship, established June 13, 1946, by Mrs. Madeleine Seabury Febiger in memory of her husband, Christian Febiger, of the Class of 1900. The income of this fund is applied in paying tuition and other college expenses of worthy, needy students.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND.—Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant "to commemorate

ENDOWED SCHOLARSHIPS

the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938 a member of the college faculty. The income from this fund is applied to scholarship assistance to students in humanistic studies, primarily those specializing in the study of Biblical Literature and Oriental subjects." In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College.

ROY THURLBY GRIFFITH MEMORIAL FUND.—Established in June, 1952, by Grace H. Griffith, in memory of Roy Thurlby Griffith, of the Class of 1919. The income from this fund is to be awarded as a scholarship by the college, "preference is to be given to boys who have no father and who are in need of financial assistance."

SAMUEL E. HILLES MEMORIAL SCHOLARSHIP.—One scholarship.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND.—Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, Class of 1888, in memory of his mother, Sarah Tatum Hilles, "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; to be awarded by the Managers to "needy and deserving students, and to be known as 'Sarah Tatum Hilles Memorial Scholarships.'"

ISAAC THORNE JOHNSON SCHOLARSHIP.—One scholarship, available for a student of Wilmington College or a member of Wilmington (Ohio) Yearly Meeting of Friends.

MARY M. JOHNSON SCHOLARSHIP.—One scholarship.

JACOB P. JONES ENDOWMENT FUND.—This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

RICHARD T. JONES SCHOLARSHIP.—One scholarship.

RUFUS MATTHEW JONES SCHOLARSHIP FUND.—Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones "and in gratitude for the excellent educational facilities Haverford provided for me and my son." The principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipient will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord

HAVERFORD COLLEGE

with the usual scholarship practice of the college. The donor welcomes additions to the fund from any who might be interested.

GEORGE KERBAUGH SCHOLARSHIP.—This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide additional badly needed stands for Walton Field.

George Kerbaugh's many services to the college include his chairmanship of the Committee which raised the funds of the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

C. PRESCOTT KNIGHT, JR. SCHOLARSHIP.—Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

MORRIS LEEDS SCHOLARSHIPS.—Established in 1953 by the Board of Managers of the college in memory of Morris E. Leeds, a member of the class of 1888 and chairman of the Board from 1928 to 1945.

MAX LEUCHTER MEMORIAL SCHOLARSHIP.—Established in December, 1949, in memory of Max Leuchter, father of Ben Z. Leuchter, of the Class of 1946. One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP.—One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

SARAH MARSHALL SCHOLARSHIP.—One scholarship.

CHARLES MCCAUL FUND.—Established in 1951 by Mary N. Weatherly. One or more scholarships which shall be "awarded to students who show special interest in the field of religion and the social sciences."

WILLIAM MAUL MEASEY TRUST.—Established in 1952 by William Maul Measey, a friend of the college, who has been deeply interested in education and who has wished to help students of high quality in the pursuit of their education.

J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP.—One scholarship, intended for the member of the freshman class who shall appear best fitted

ENDOWED SCHOLARSHIPS

to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the Class of 1900—"a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living."

W. LACOSTE NEILSON SCHOLARSHIP.—Established in 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory. The income is to be used for the payment of one or more scholarships at the discretion of the college, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY.—Established in 1963 for a resident of the New York area who is a member of the freshman class.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP.—One scholarship.

INAZO NITOBÉ SCHOLARSHIP FUND.—Established in November, 1955, under the will of Anna H. Chace, "the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship."

LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP.—This scholarship is awarded on application, preferably to a member of the freshman class who, in the opinion of a committee representing the donors and the president of the college, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the Class of 1894.

SCOTT AWARD.—Established in 1955, for a period of five years, and renewed in 1960 for an additional five years, by the Scott Paper Company Foundation. "A two-year scholarship award for the junior and senior years, to be given to that student who is planning to embark upon a business career and who is judged by both students and faculty as an outstanding member of the sophomore class."

ISAAC SHARPLESS SCHOLARSHIP FUND.—Founded in 1941. Scholarships open to graduates of secondary schools and undergraduates of Haverford College. Awards based upon fulfillment by applicant of requirements used in selection of Rhodes Scholars to the University of Oxford. Awards granted from list submitted to Selection Committee by the Director of Admis-

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sions, subject always to final approval by the President of the college; amount variable.

GEOFFREY SILVER MEMORIAL SCHOLARSHIP.—One scholarship, available to a public school graduate in this general area who may enter Haverford.

DANIEL B. SMITH SCHOLARSHIP.—One scholarship, awarded "in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his college course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply."

JONATHAN M. STEERE SCHOLARSHIP FUND.—Established in December, 1948, by Jonathan M. Steere, of the Class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, Rhode Island, who shall be a member of the Society of Friends.

SUMMERFIELD FOUNDATION SCHOLARSHIP FUND.—Established in February, 1956. One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP.—Founded in 1949 in memory of William Graham Tyler, of the Class of 1858. Preference shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship, and financial need.

A. CLEMENT WILD SCHOLARSHIP.—Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from this fund is to be awarded as a scholarship by the college to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

ISAIAH V. WILLIAMSON SCHOLARSHIPS.—Three scholarships, usually awarded to members of the senior and junior classes.

CASPAR WISTAR MEMORIAL SCHOLARSHIP.—One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

GIFFORD K. WRIGHT SCHOLARSHIP FUND.—Established in December, 1955, in memory of Gifford K. Wright, of the Class of 1893.

EDWARD YARNALL SCHOLARSHIP.—One scholarship.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS.—Two or more scholarships, preference to be given to "a native of New York or Connecticut who now resides in one of those states."

LIST OF PRIZES

(All prizes awarded in books are marked with appropriate bookplates. As soon as possible after the award a list of standard books from which selection is to be made should be submitted for approval to the head of the department awarding the prize.)

ALUMNI PRIZE FOR COMPOSITION AND ORATORY.—A prize of \$50 was established by the Alumni Association in 1875 to be awarded annually for excellence in composition and oratory. Competition is open to freshmen and sophomores, but the same man may not receive the prize twice. The competition for this prize is administered by the department of English.

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING.—A first prize of \$150 and a second prize of \$75 will be given at the end of the sophomore, junior, or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and, not later than April 15, for reporting the achievement to the Committee on Honors, Fellowships, and Prizes for final judgment. Either or both of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS.—Two prizes of \$10 each, in books, to be known as "The Class of 1896 Prizes in Latin and Mathematics," were established by the bequest of Paul D. I. Maier of the Class of 1896. They are awarded at the end of the sophomore year to the students who have done the best work in the departments concerned.

LYMAN BEECHER HALL PRIZE IN CHEMISTRY.—A prize of \$100 was established by the Class of 1898 on the twenty-fifth anniversary of its graduation, in honor of Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a junior, to a senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

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CLASS OF 1902 PRIZE IN LATIN.—A prize of \$10, in books, is offered annually by the Class of 1902 to the freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the professor in charge of the department, this prize may be omitted in any year.

DEPARTMENT PRIZE IN MATHEMATICS.—A first prize of \$30 and a second prize of \$20 are awarded on the basis of a three hour examination on selected topics in freshman mathematics. The examination is held annually on the first Monday after the spring recess, and is open to freshmen only.

ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES.—These have been combined into a single competition offering three awards of \$200, \$100, and \$50 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Registrar not later than May 1. The judges shall be appointed by the President of the college. Prizes will not be awarded if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE.—A prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory outside reading in philosophy in connection with the courses in that department.

A prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

SCHOLARSHIP IMPROVEMENT PRIZES.—A first prize of \$50 and a second prize of \$45 are awarded at the end of the senior year to the two students who, in the opinion of the judges appointed by the President of the college, show the most steady and marked improvement in scholarship during their college course.

FOUNDERS CLUB PRIZE.—A prize of \$25 is offered and awarded annually by the Founders Club to the freshman who is judged to have shown the best attitude toward college activities and scholastic work.

PRIZES

S. P. LIPPINCOTT PRIZE IN HISTORY.—A prize of \$100 is offered annually for competition in the department of history under the following general provisions:

First—Competition is open to sophomores, juniors, and seniors who have taken or are taking work in the department of history.

Second—The prize shall not be awarded twice to the same student.

Third—The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

Fourth—An essay of not less than 5,000 words, written in connection with course or *honors* work in history, or independently of course work, treating a subject selected with the approval of a member of the history department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be typewritten and deposited with the Registrar not later than May 1.

NEWTON PRIZE IN ENGLISH LITERATURE.—A prize of \$50 established by A. Edward Newton may be awarded annually on the basis of *final honors* in English, provided that the work of the leading candidate, in the judgment of the English department, merits this award.

WILLIAM ELLIS SCULL PRIZE.—A prize of \$50, established in 1929 by William Ellis Scull, '83, is awarded annually to the upperclassman who shall have shown "the greatest achievement in voice and in the articulation of the English language." This prize is administered by the Department of English.

GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS.—A prize of \$50 in memory of Dr. George Peirce, '03, is offered annually to a student of chemistry or mathematics "who has shown marked proficiency in either or both of these studies and who intends to follow a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected mathematics or some branch of chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference." The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

EDMUND J. LEE MEMORIAL AWARD.—Classmates of Edmund Jennings Lee, '42, who lost his life in the service of his country, have established in his memory a fund, the income for which is to be given annually to that "recog-

HAVERFORD COLLEGE

nized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit in individuals or in the college as a whole during the year. The award is to be used in continuing to render such service."

WILLIAM W. BAKER PRIZE IN GREEK.—A prize of \$25, in books, established in 1954 in memory of William W. Baker, professor of Greek at Haverford College from 1904 to 1917, is given "in the study of Greek," and is administered by the Classics Department.

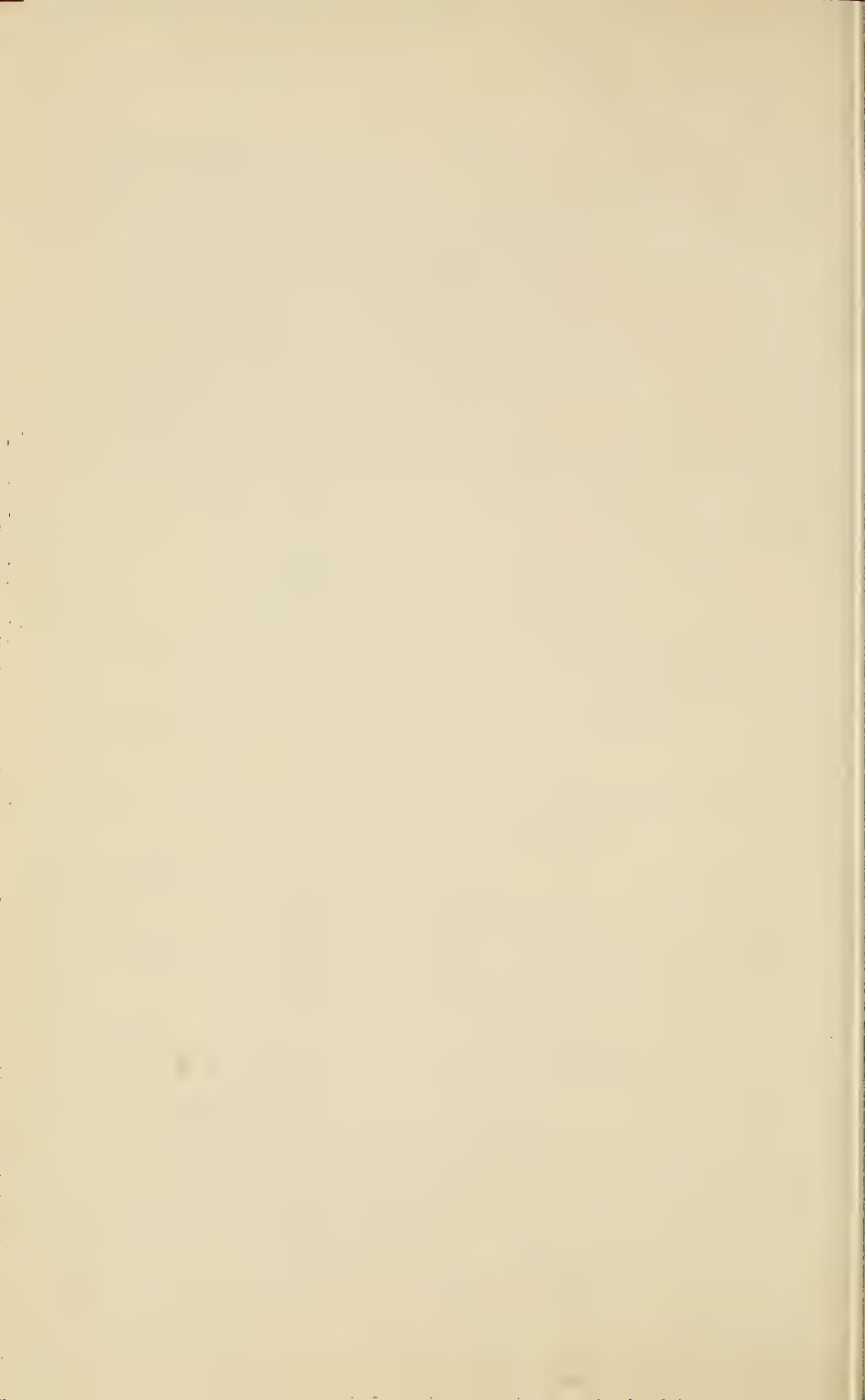
KURZMAN PRIZE IN POLITICAL SCIENCE.—A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except when in the judgment of the department no student has done work of sufficient merit to warrant such award.

HAMILTON WATCH AWARD.—A Hamilton watch is awarded to that senior, majoring in one of the natural sciences, mathematics, or engineering, who has most successfully combined proficiency in his major field of study with achievements, either academic or extracurricular or both, in the social sciences or humanities.

JOHN G. WALLACE CLASS NIGHT AWARD.—A silver cup to be awarded annually to the best actor in the Class Night performances.

PRIZE FOR EXCELLENCE IN THE FRENCH LANGUAGE.—The French department will recommend to the Committee on Honors, Fellowships, and Prizes the names of two students in French 13-14 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded upon approval of the Committee and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.

ALUMNI
ASSOCIATION



FACULTY,
ADMINISTRATION,
AND
STAFF

ALPHABETICAL LIST OF FACULTY, ADMINISTRATION, AND STAFF

- WILLIAM WEBSTER AMBLER *Director of Admissions*
B.A., Haverford College.
- CHARLOTTE ANDERSON *Assistant Professor of German*
B.A. and M.A., University of California at Los Angeles; Ph.D., Yale University.
- MANUEL JOSE ASENSIO *Professor of Romance Languages*
B.A., University of Granada; M.A. and Ph.D., University of Pennsylvania.
- JOHN ASHMEAD, JR. *Professor of English*
A.B., A.M., and Ph.D., Harvard University.
- *MORTON SACH BARATZ *Professor of Economics, Bryn Mawr*
B.A., University of Connecticut; M.A. and Ph.D., Yale University.
- ††PHILIP WILKES BELL *Professor of Economics*
A.B., Princeton University; A.M., University of California; Ph.D., Princeton University.
- THOMAS ALONZO BENHAM *Associate Professor of Engineering*
B.S. and M.S., Haverford College.
- PETER G. BENNETT *Psychiatrist for the College*
M.D., University of Pennsylvania.
- BARCLAY M. BOLLAS *Director of Public Information*
B.A., Colgate University.
- HUGH BORTON *President*
B.S., Haverford College; A.M., Columbia University; Ph.D., University of Leyden; LL.D., Temple University; LL.D., University of Pennsylvania.
- NORMAN BARGE BRAMALL *Assistant in Physical Education*
- RAYMOND TAYLOR BRAMALL *Assistant in Physical Education*
B.S., M.S., and Ed.D., University of Pennsylvania.
- EDWIN B. BRONNER *Professor of History and Curator of the Quaker Collection*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- WALTER DEAN BURNHAM *Assistant Professor of Political Science*
B.A. and M.A., Johns Hopkins University; A.M. and Ph.D., Harvard University.
- ROBERT HAWES BUTMAN *Director of Drama with rank of Associate Professor*
B.A. and M.A., University of North Carolina.
- WILLIAM EDWARD CADBURY, JR. *Dean and Professor of Chemistry*
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
- R. DONALD CAIN *Lecturer in English*
B.A. and M.A., University of Pennsylvania.
- KATHARINE M. CARTER *Secretary to the President*
A.B., Wilson College.
- JOHN RICHARD CARY *Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.
- JOHN POLK CHESICK *Associate Professor of Chemistry*
B.S., Purdue University; Ph.D., Harvard University.
- FORREST DUANE COMFORT *Counselor*
A.B., Penn College; M.A., Haverford College; Ed.M., Harvard University.

†† Part-time.

* Members of Bryn Mawr College Faculty Teaching Courses Listed in this Catalog.

HAVERFORD COLLEGE

- HOWARD COMFORT *Professor of Classics*
B.A., Haverford College; A.M. and Ph.D., Princeton University.
- BRADFORD COOK *Associate Professor of French*
B.A., Williams College; Ph.D., Yale University.
- MAE E. CRAIG *Senior Cataloger*
A.B., Mount Holyoke College; B.S. (L.S.), Simmons College.
- ALFRED R. CRAWFORD *Vice President for Development*
B.A., Haverford College.
- THOMAS JAMES D'ANDREA *Assistant Professor of Psychology*
B.A. and Ph.D., University of Minnesota.
- WILLIAM COOPER DAVIDON *Associate Professor of Physics*
B.S., M.S., and Ph.D., University of Chicago.
- MARJORIE F. DAVIS *Administrative Assistant, Quaker Collection*
B.A., Juniata College; M.S. (L.S.), Drexel Institute of Technology.
- JOHN HERBERT DAVISON *Associate Professor of Music*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of Rochester.
- FRANCES DE GRAAFF *Professor of Russian on joint*
Ph.D., University of Leyden. *appointment with Bryn Mawr College*
- *PAUL J. R. DESJARDINS *Associate Professor of Philosophy*
B.A., M.A., and Ph.D., Yale University.
- ALFRED DIAMANT *Professor of Political Science*
A.B. and M.A., Indiana University; Ph.D., Yale University.
- ADOLPH T. DIODA *Sculptor*
- WILLIAM DOCHERTY, JR. *Professor of Physical Education and*
S.B., Temple University. *Director of Physical Education*
- THOMAS EDWARD DRAKE *Professor of American History, Emeritus*
A.B., Stanford University; A.M., University of Michigan; Ph.D., Yale University.
- °RICHARD B. DU BOFF *Assistant Professor of Economics, Bryn Mawr*
A.B., Dartmouth; M.A., Columbia; Ph.D., University of Pennsylvania.
- HARMON CRAIG DUNATHAN *Associate Professor of Chemistry*
B.A., Ohio Wesleyan University; M.S. and Ph.D., Yale University.
- IRVING FINGER *Associate Professor of Biology*
B.A., Swarthmore College; Ph.D., University of Pennsylvania.
- GRAHAM H. FINNEY *Part-time Lecturer in Political Science*
on joint appointment with Bryn Mawr College
A.B., Yale University; M.A., Harvard University.
- MARTIN FOSS *Lecturer in Philosophy, Emeritus*
LL.D., University of Jena.
- LINDA GROVES GERSTEIN *Assistant Professor of History*
B.A. and M.A., Radcliffe College.
- HARVEY GLICKMAN *Associate Professor of Political Science*
A.B., Princeton University; A.M. and Ph.D., Harvard University.
- ELSE GOLDBERGER *Acquisitions Librarian*
Ph.D., University of Vienna.
- ROBERT K. GOSS *Instructor in Music*
A.B., Williams College; M.Mus., Yale University.
- ELIZABETH UFFORD GREEN *Research Associate in Biology*
A.B., M.A., and Ph.D., Bryn Mawr College.

* Absent on leave, 1965-66.

° Members of Bryn Mawr College Faculty Teaching Courses Listed in this Catalog.

FACULTY, ADMINISTRATION, STAFF

- LOUIS CRAIG GREEN *Provost, Professor of Astronomy, and Director of the Strawbridge Memorial Observatory*
A.B., A.M., and Ph.D., Princeton University.
- MARCEL MARC GUTWIRTH *Professor of Romance Languages*
A.B., Columbia College; A.M. and Ph.D., Columbia University.
- A. PAUL HARE *Associate Professor of Sociology*
B.A., Swarthmore College; B.S., Iowa State University; M.A. University of Pennsylvania; Ph.D., University of Chicago.
- *DOUGLAS HAMILTON HEATH *Professor of Psychology*
A.B., Amherst College; A.M. and Ph.D., Harvard University.
- THEODORE BRINTON HETZEL *Associate Professor of Engineering*
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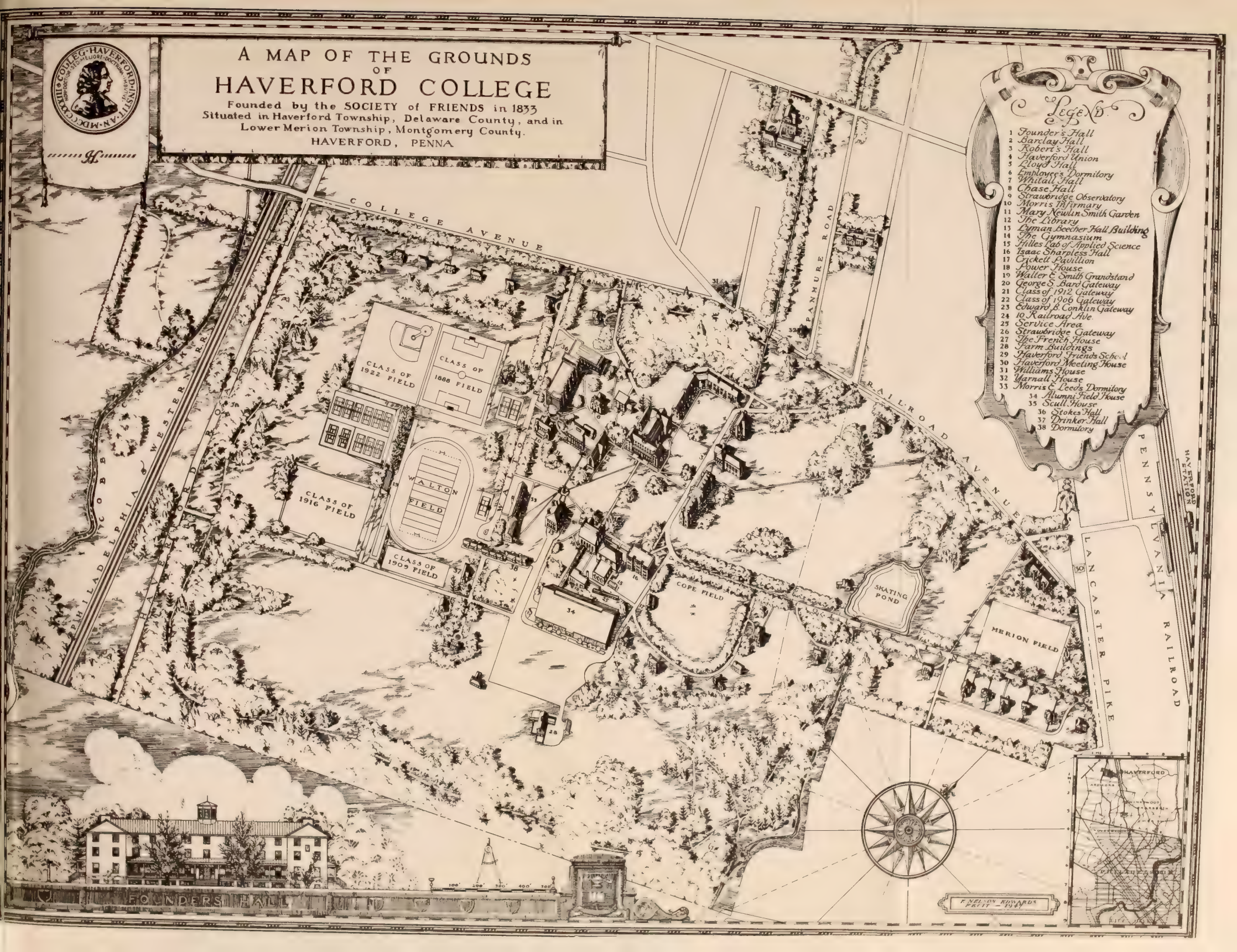


A MAP OF THE GROUNDS OF HAVERFORD COLLEGE

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- 3 Robert's Hall
- 4 Haverford Union
- 5 Lloyd Hall
- 6 Employees' Dormitory
- 7 Whitall Hall
- 8 Chase Hall
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- 10 Morris Infirmary
- 11 Mary Newlin Smith Garden
- 12 The Library
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- 14 The Gymnasium
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- 16 Isaac Sharpless Hall
- 17 Cyclist Pavilion
- 18 Power House
- 19 Walter E. Smith Grandstand
- 20 George S. Barr Gateway
- 21 Class of 1912 Gateway
- 22 Class of 1906 Gateway
- 23 Edward B. Conklin Gateway
- 24 to Railroad Ave.
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- 26 Straubridge Gateway
- 27 The French House
- 28 Farm Buildings
- 29 Haverford Friends School
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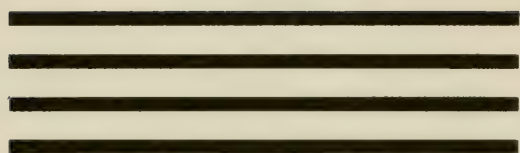


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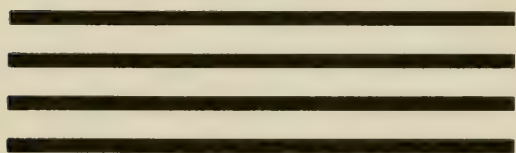
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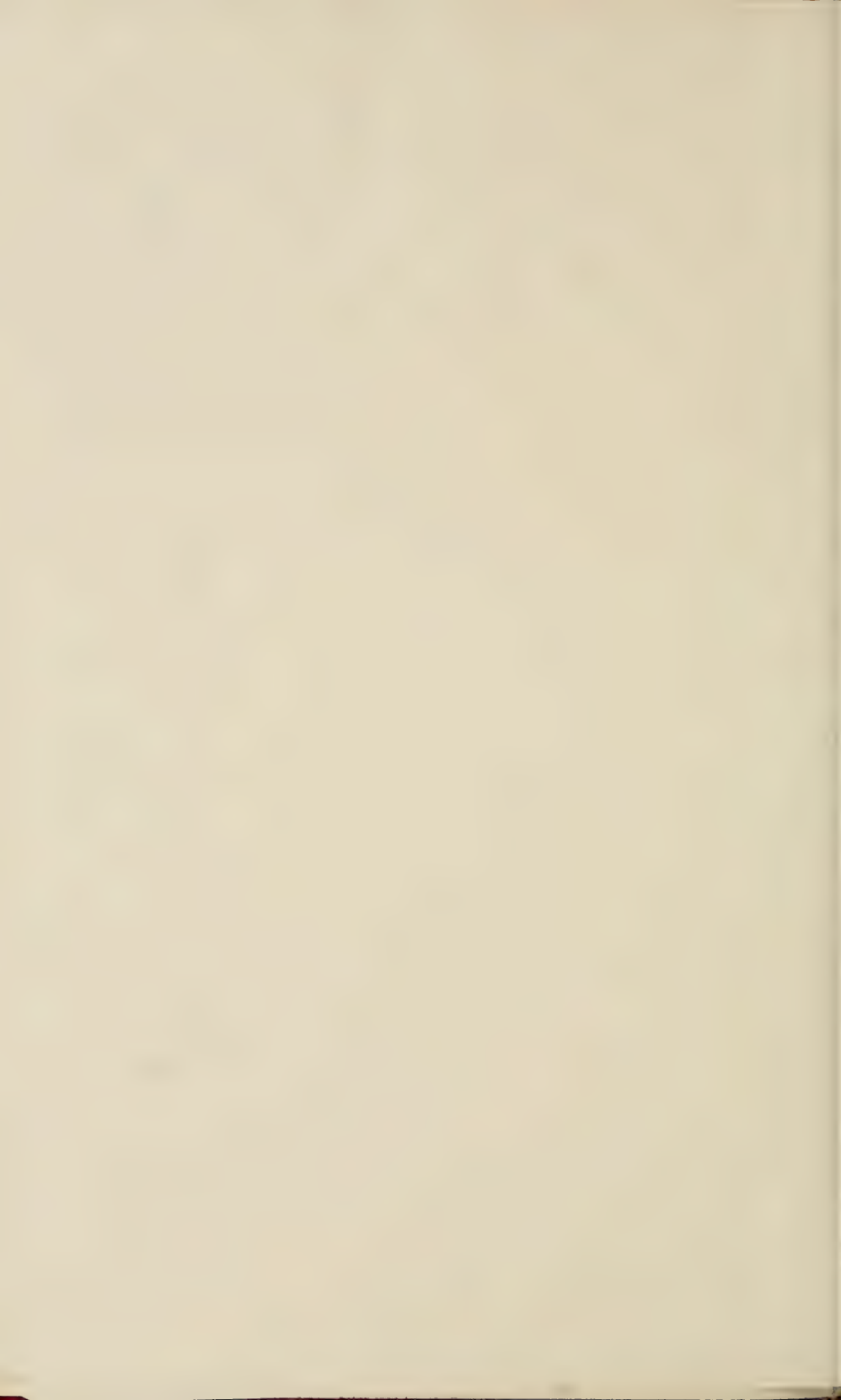
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VIRGINIA KLINE, REGISTRAR.....	(246)	MI 9-9601
LIBRARY, REFERENCE DESK.....		MI 2-5586
MIRIAM NUGENT, DIRECTOR OF RESIDENCE HALLS.....	(214)	MI 9-9606
THOMAS PORRECA, MAINTENANCE AND OPERATION.....	(220)	MI 9-9600
ROY RANDALL, GYMNASIUM.....	(316)	MI 9-9602
E.W. ROBERTS, MAINTENANCE AND OPERATION.....	(220)	MI 9-9600
ROBERT WALTER, CHEMISTRY DEPARTMENT.....	(256)	MI 9-9602

PAY TELEPHONES

BARCLAY - 1ST FLOOR.....	MI 2-9524
BARCLAY - 3RD FLOOR.....	MI 2-9506
DRINKER MUSIC CENTER.....	MI 2-9521
FIELD HOUSE.....	MI 9-9730
FOUNDERS HALL - 1ST FLOOR.....	MI 2-9460
FRENCH HOUSE - 2ND FLOOR.....	MI 2-9613
KITCHEN.....	MI 2-9544
POWER HOUSE.....	MI 2-9540
SHARPLESS HALL - 1ST FLOOR (BIOLOGY).....	MI 2-9639
SHARPLESS HALL - 3RD FLOOR (PSYCHOLOGY).....	MI 2-9626
STOKES HALL - 1ST FLOOR.....	MI 2-9591
SCULL HOUSE - 3RD FLOOR.....	MI 2-9516
UNION - 1ST FLOOR.....	MI 2-9514
WILLIAMS HOUSE - 2ND FLOOR.....	MI 2-9428
YARNALL HOUSE.....	MI 2-9595





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VINCENZO DI SANTO
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SALISBURY, BRIAN G.
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BROWN, ERIC C.
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GAEDDERT, DAVID A.
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REAGAN, PETER L.
REIMHERR, FREDERICK W.
RENWICK, ROBERT H.
RISTOW, WILLIAM W.
RITTER, JAMES B., 111
RIVERS, JOSEPH T., 111
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ROGGE, PETER T.
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RURBERG, ARTHUR M.
RUSSEK, FRANK S.
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BARNETT, MICHAEL S.
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FOSTER, DAVID H.
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HOSTER, JAY B.
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MC CONNELL, GEOFFREY R.
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ORI, C. AMORI
OLVER, RICHARD B.
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SMITH, R. KIRTLEY
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SNEDEN, CHRISTOPHER A.
SNYDER, CHRISTOPHER H., J
SPOEHR, LUTHER W.
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STERN, DENNIS L.
STERN, ROBERT O.
STOKES, ALLEN W., JR.
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THOMPSON, CHARLES H.
TRAPANI, VINCENT F.
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WALKER, MICHAEL K.
WANGH, MITCHELL W.
WASHBURN, STEPHEN C.
WEISMAN, THOMAS W.
WHITE, HENRY S.
WHITE, JOHN A.
WHITE, ROBERT S.
WHITE, W. STANLEY
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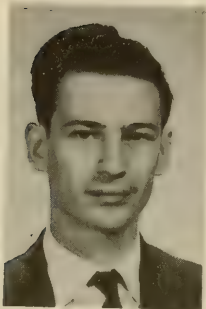
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R. GOSS



E. GREEN



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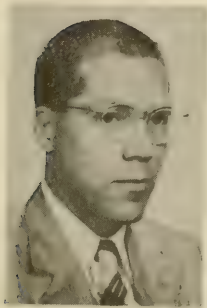
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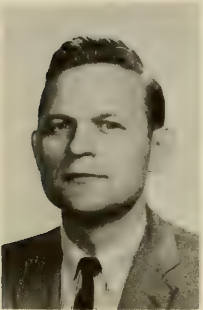
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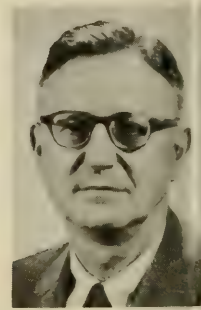
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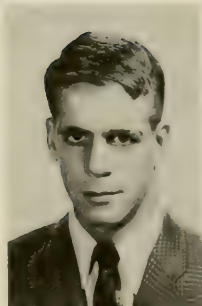


C. YAN

Students



K.F. ACHTERT
1969



B.L. ACKERMAN
1968



T.H. ACKERMAN
1968



S.L. ADAMS
1968



E.D. ADKINS III
1968



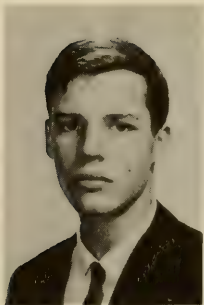
Y. AIZAWA
1968



A.T. ALADJEM JR.
1967



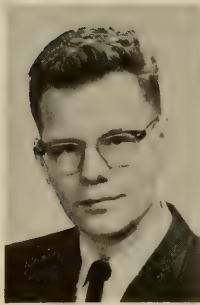
J.E. ALCOCK
1968



J.F. ALDRIDGE
1968



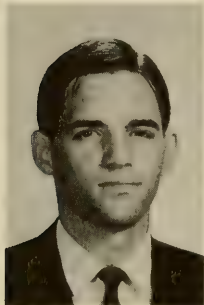
P.G. ALEXANDRE
1969



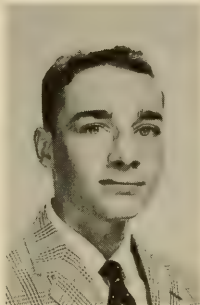
B.A. AMBLER
1966



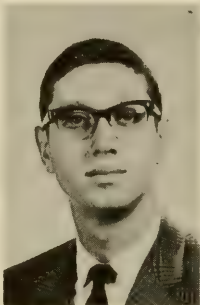
R.S. ANDERSON
1968



R.B. ARMSTRONG
1969



W.T. ASHTON
1968



G.T. ASTERIS
1968



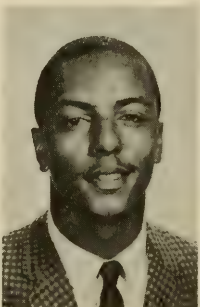
C.E. ATTINGER
1969



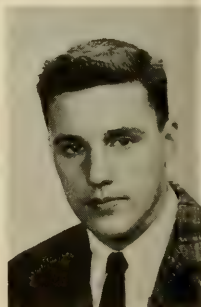
M.L. AUCOTT
1968



S.D. AUERBACH
1966



S.O. BAILEY
1969



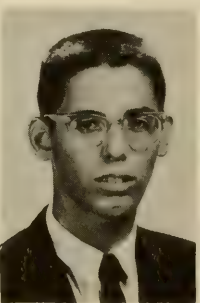
A.R. BAKER
1966



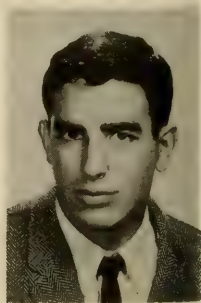
A.E. BALBER
1966



W.R. BALCH
1968



E.C. BARANANO
1969



M.S. BARNETT
1969



P. H. BARNETT
1967



J. E. BARRETT
1969



D. M. BARRY
1969



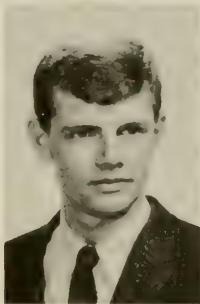
O. W. BATE
1968



E. BATZELL
1968



R. B. BEALE
1968



W. R. BEARDSLEE
1967



J. W. BEATTY
GRADUATE



M. C. BEAVER
1968



P. E. BECKER
1966



T. E. BECKER JR.
1968



G. R. BELL
1967



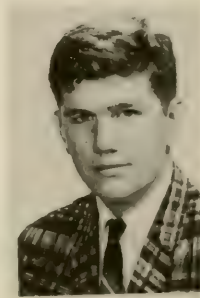
V. E. BENGLIAN
1968



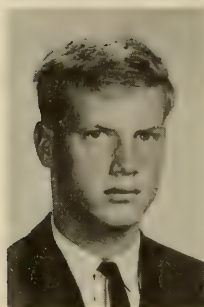
J. D. BENNETT
1968



S. F. BENNETT
1967



W. T. BENNETT III
1967



W.P. BICKLEY
1969



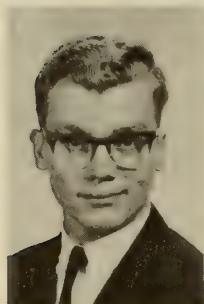
H.A. BLACHLY
1967



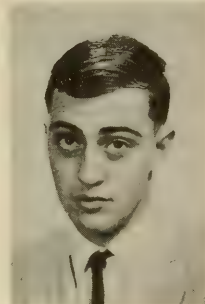
L.R. BLACKWELL
1967



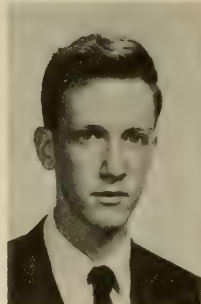
J.D. BOGGS
1968



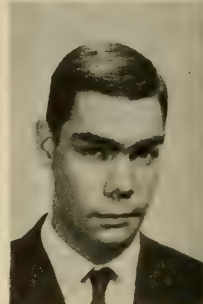
G.L. BOLLINGER
1967



J.N. BONGIOVANNI
1966



S. BONIME
1966



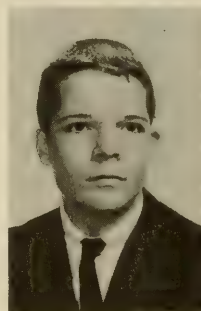
T.H. BONNELL
1966



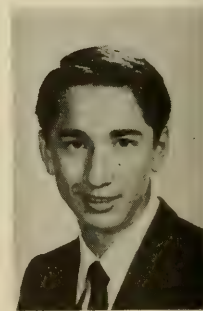
M.L. BOWDEN
1967



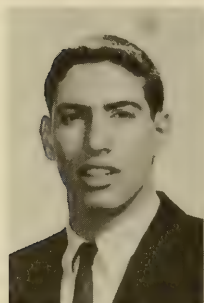
B.N. BOWERS
1966



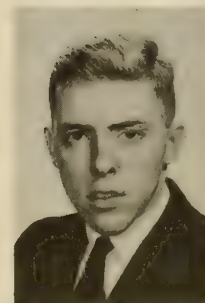
J.C. BOWERS
1967



A. BRAID
1967



M.E. BRATMAN
1967



W.K. BRAUCHER
1969



R.S. BREADY
1968



P.R. BRESLIN
1967



T.C. BRETL
1968



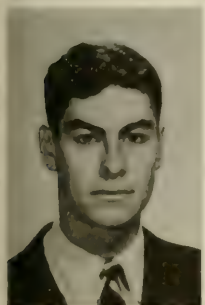
E. BRETTLER
1967



A.H.E. BROWN
1967



E.C. BROWN
1967



R.S. BURGER JR.
1969



J.G. BURNS
1968



M.R. BURNS
1968



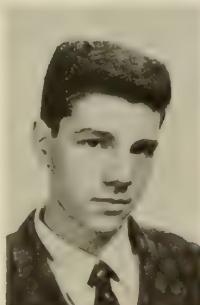
H.U. BUSH JR.
1966



S. BUTTERWORTH
1968



C.C. CAMPBELL
1966



D.A. CARSON
1966



R.L. CATES
1967



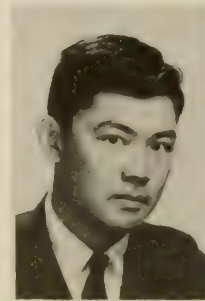
P. CAUFFMAN
1966



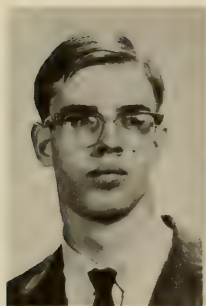
B.D. CHAMBERLAIN
1967



E.F. CHANEY
1969



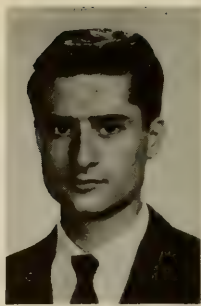
H.A.C. CHANG
1968



T.E. CHRISTY
1966



K.A. CLOUSE
1966



A.P. COHEN
1969



A.R. COLEMAN
POST-BACC



S.W. COLLETT
1968



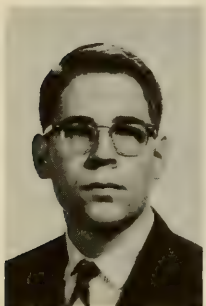
J.D. COOK
1969



J.F. COOPER
1967



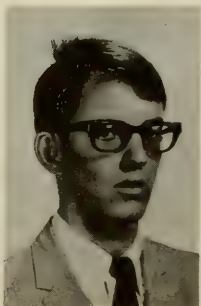
P.N. CRAGG
1968



I.B. CRANDALL
1968



A.D. CRANE
1966



S.W. CROPPER
1969



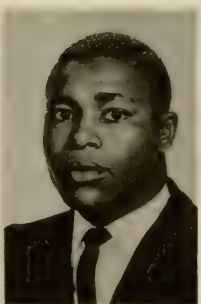
S.C. CURLEY
1966



T.W. CURRIE
1968



P.J. DAGDIGIAN
1967



B. DAISE
POST-BACC



D.F. DALMASO
1968



J.W. DAVIDSON
1968



L.C. DAVIS
1966



A.S. DE COURCY
1968



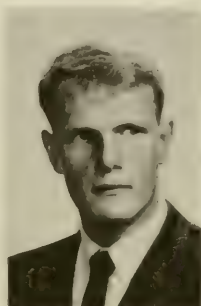
D.R. DELTHONY
1968



L.K. DEMAR
1967



C. DESCHWEINITZ
1966



E.W. DEVLIN
1968



J.T. DICKINSON
1969



N.W. DIDRIKSEN
1967



J.J. DI GANGI
1968



D.C. DODSON
1966



W.P. DORR
1966



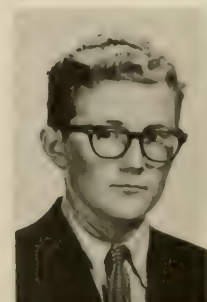
M.W. DOWDS
1966



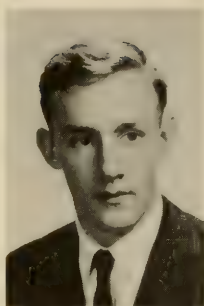
N.T. DOWNS
1968



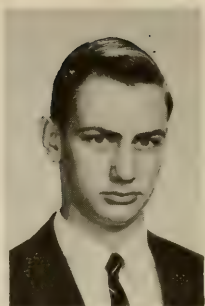
D.L. DRUMMOND
1968



A.B. DUNHAM
1969



C. DER. DYE
1966



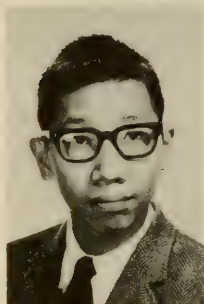
K.C. EDGAR JR.
1969



R.A. EISENBERG
1966



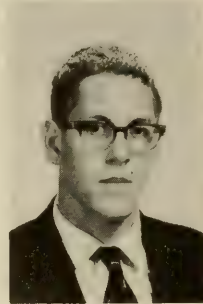
N.M. EMERY 111
1967



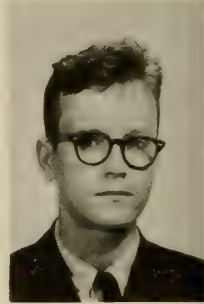
R.Y. ENG
1968



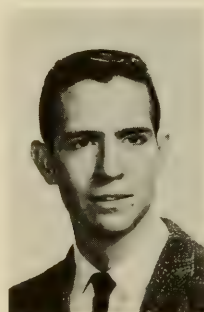
F.P. ENGEL
1968



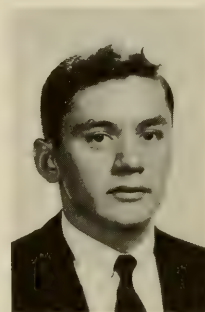
K.R. EVANS
1967



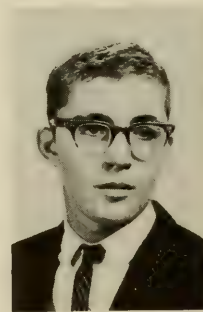
J. EYER
1966



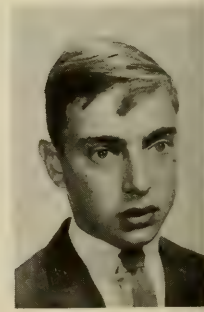
S.E. FAUST
1968



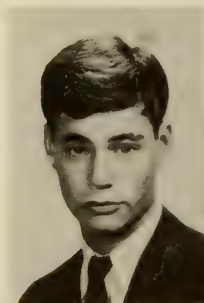
G.R. FAVIS
1967



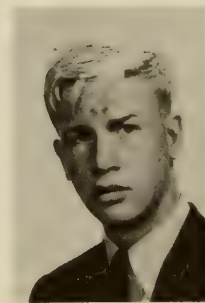
B.W. FAY
1968



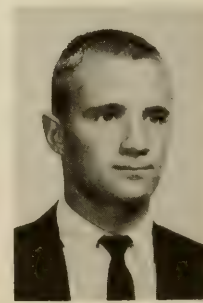
R.P. FEINLAND
1966



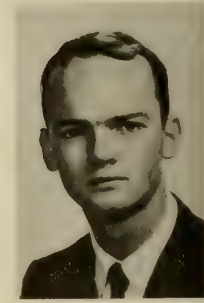
E.L. FEINSOD
1966



D.M. FELSEN
1966



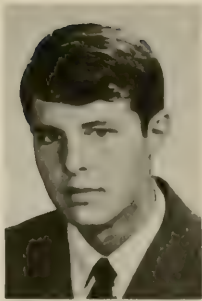
R.F. FERNSLER
1966



P.S. FISHER
1968



J.D.FOLLET
1969



V.T.FOREHAND JR
1969



W.R.FORMAN
1969



D.W.FOSTER
1969



D.H.FOSTER
1969



D.S.FRANKEL JR.



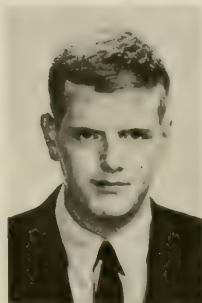
R.S. FRASE
1967



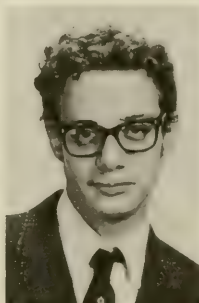
D.A.FRAZER
1969



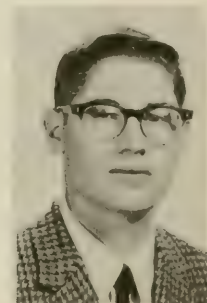
M.FREEDMAN
1968



R.A. FRENCH
1968



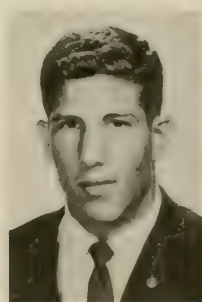
R.D.FREUND
1969



B.C.FREY
1969



H.V. FREY
1968



R.S.FRIED
1969



J.W. FRIEDMAN
1967



R.B.FRITCHLEY
1966



W.R. FRY
1966



F.D. FUMIA
1967



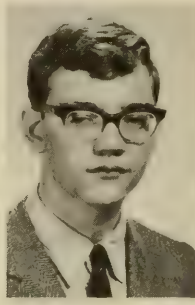
D.A. GAEDDERT
1968



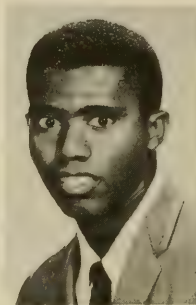
D.G. GAMBLE
1967



T.N. GANTZ
1967



P.P. GARRETSON
1969



R.E. GARRETT
1969



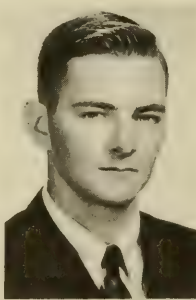
R.B. GARTNER
1967



G.C. GAYNOR
1969



J.V. GEARHART
1967



J.P. GEISE JR.
1969



P.B. GELFAN
1968



S.R. GERBER
1969



F.D. GHIGO
1966



R.K. GIFFORD
1968



P. GILBERT
1966



J.R. GLEESON 111
1969



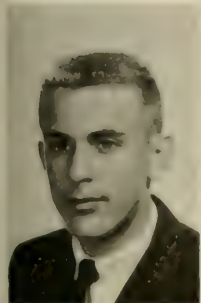
S.H. GOLD
1968



S.M. GOLD
1967



T.B. GOLDING
1969



P.J. GOLDMARK
1967



M.S. GOODBODY
1968



R.D. GORCHOV
1967



T.O. GRAY
1966



J.S. GREGG
1969



S. GREIF
1967



R.L. GROSSMAN
1966



C. GRUNFELD
1968



P.B. GUNTHER
1969



R.W. GUTMAN
1966



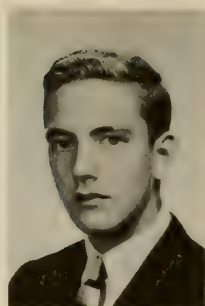
W.M. HALL JR.



R.H. HAMILTON
1968



R.H. HAMMEL
1969



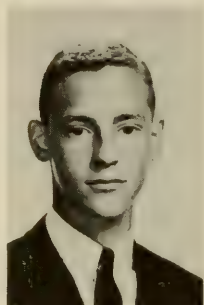
J.N. HANSEN
1966



C.J. HARDY
1967



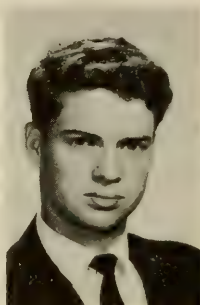
H.J.H. HARRIS
1969



D.A. HART
1968



E.G. HARTNER
1966



F.R. HASELTON 111
1969



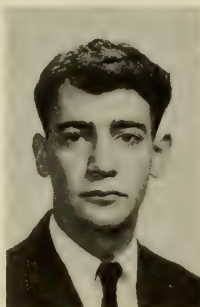
V. HASKELL
1968



C.R. HATHAWAY JR.



R.C. HAWLEY JR.
1969



R.M. HAYMOND
1966



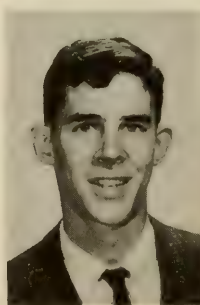
J.D. HAYWOOD
1967



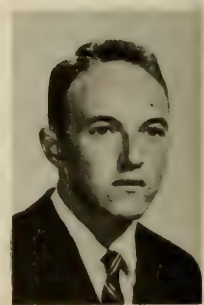
E.T. HAZZARD
1966



J.T. HEIMBACH
1966



E.A. HELME
1969



R. HEMMENDINGER
1968



J.L. HENDERSON
1969



H.B. HERRING
1967



R.M. HERRON
1969



R.O. HESS III
1967



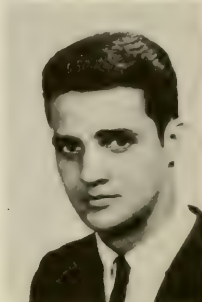
J.M. HICKS JR.
1966



S.K. HIGGINS
1968



R.I. HILLIER
1966



R.L. HILLMAN
1966



S.H. HIPPI
1969



J.M. HOBERMAN
1966



W.S. HOFFMAN
1967



A.G. HOLBROOK
1967



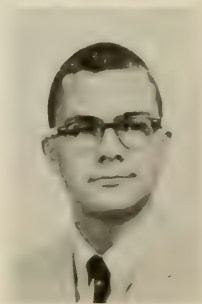
A.T. HOOK
1969



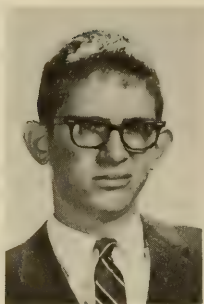
S.G. HOPKINS
1967



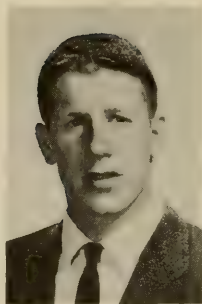
T.H. HORWITZ
1967



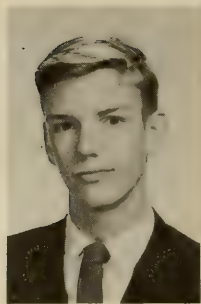
T.R. HOSKINS
1966



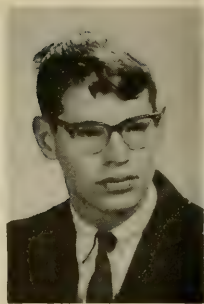
J.B. HOSTER
1969



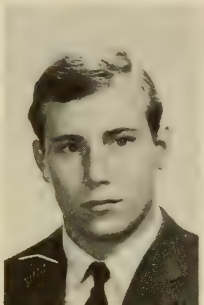
J.T. HOUGH
1968



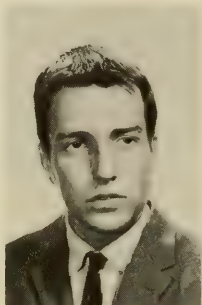
D.M. HOUSER
1967



T.A. HOWE
1967



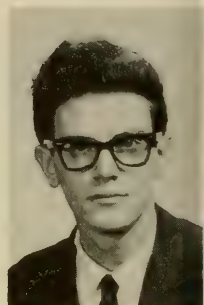
J.A. HOYER
1968



J.A. HUBBELL
1968



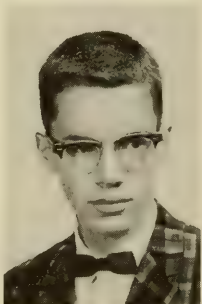
C.H. HULL
1968



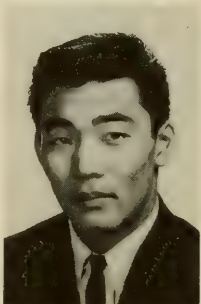
R.D. HUME
1966



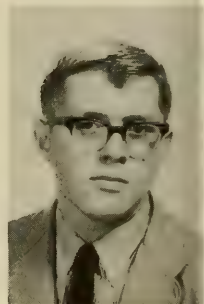
B.L. HURTUBISE
1967



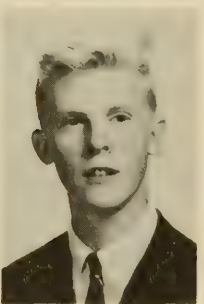
D.R. IDELL
1966



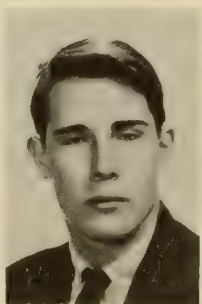
S.A. IKEDA
1968



S.W. INGS
1967



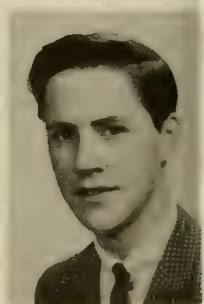
C. JACKSON
1968



D.M. JACKSON
1967



G.W. JACKSON
1969



J.L.F. JACKSON
1967



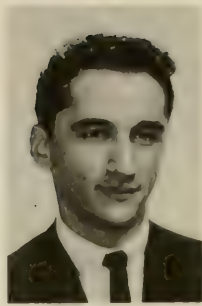
M. JAFFIN
1968



J.A. JANOWITZ
1967



S.A. JAROCKI
1969



R.A. JAXTHEIMER
1967



E.T. JOHNSON
1966



P.T. JOHNSTONE
1969



S.M. JOLLY
1968



C.T. JONES
1968



E.T. JONES
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G.C. KABAT
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K.A. KAMM
1969



C.E. KANE
1968



D.N. KANE
1966



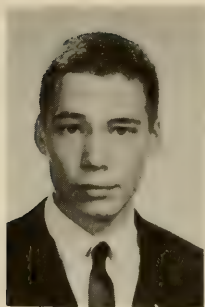
M.B. KAPLAN
1967



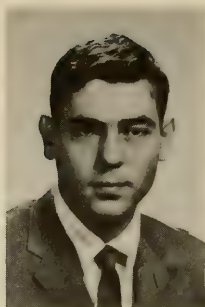
M.M. KAPLAN
1968



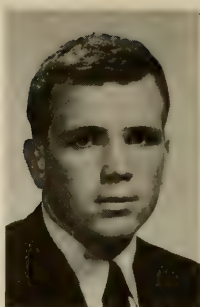
A.J. KATZMAN
1969



P.C. KAUFFMAN
1967



J.P. KEEN
1968



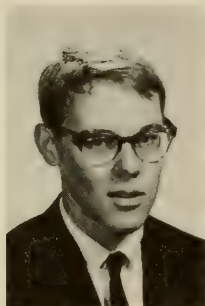
M.V. KEENAN
1967



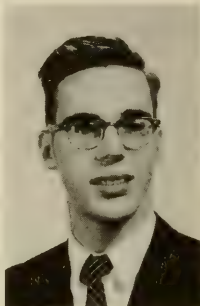
S.T. KEENAN
1968



L.W. KILLIAN
1968



R.H. KIMBALL
1969



M.A. KIMBELL
1967



R.M. KLEIN
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J. KLEPPINGER
1969



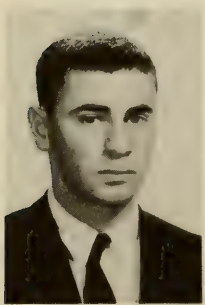
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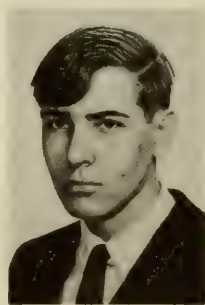
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E.C. KOPFF
1968



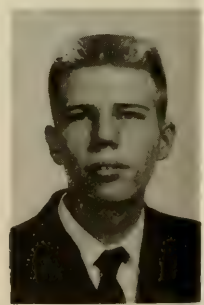
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T.M.S. KOWAL
1969



H.M. KRITZER
1969



R.T. KROGSTAD
1967



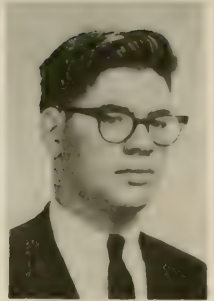
S.C. KURIAN
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B.H. KURTZ
1966



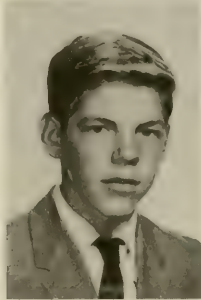
D.B. LAFFEY
1969



S.H. LAFFEY
1967



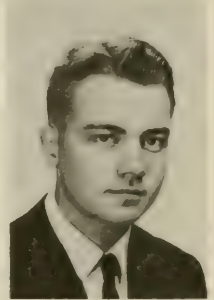
C.L. LANE
1969



K.E. LANGLEY
1969



R.W. LANGNER
1968



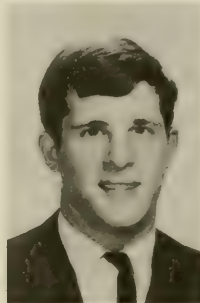
R.B. LANNING
1966



D.H. LANSON
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N.L. LARSON
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J.A. LAURENCE
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T.W. LAYMAN
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D.W. LAZAROFF
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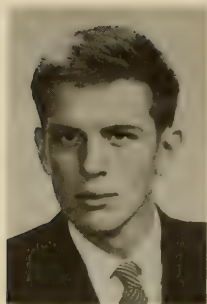
G.M. LEADER
1967



T.C. LEE
1967



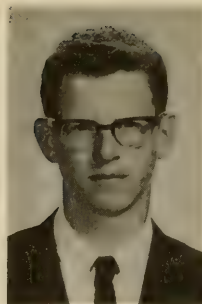
J.F. LEHMAN
1969



C.D. LEWIS 111
1966



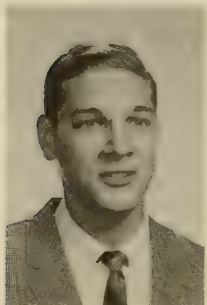
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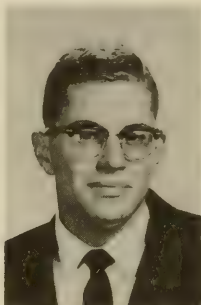
R.A. LIGHTBODY
1969



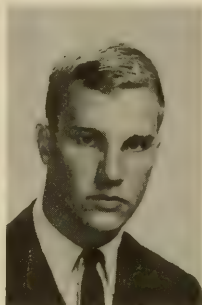
M.C. LINDSEY
1969



T.N. LITMAN
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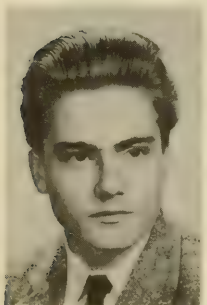
S. LITTLE III
1968



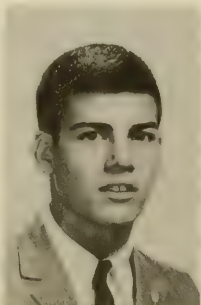
W.P. LOESCHE
1968



F.A. LONG 11
1969



R.L. LONG
1966



T.L. LOOSE
1968



F.V. LOWE
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D.M. LOWRY
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E.A. LUDWIG
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V. LUKETIC
1969



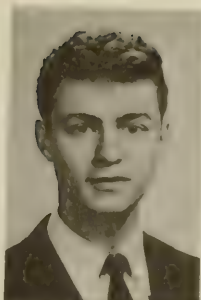
E.C. LUTTON
1966



K.J. MACKINNON
1967



G.S. MACPHERSON
1966



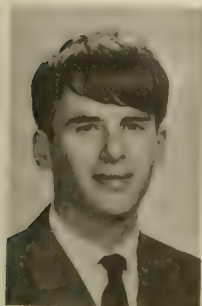
S.R. MAGERS
1968



R.K. MANOFF
1967



I.S. MARK
1969



D.S. MARSHALL 11
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R.T. MARTIN
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H.D. MASON
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E. MAWDSLEY
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T.M. MCCAFFERTY
1967



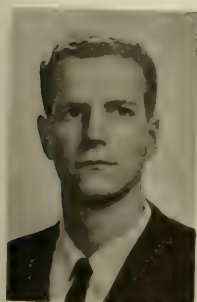
C. MCCANDLESS
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M.W. MCCANN
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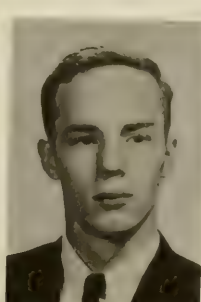
R.W. MCCONAGHY
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D.M. MCCONNELL
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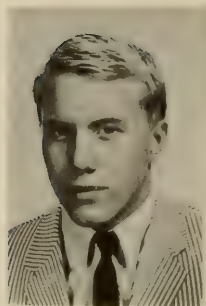
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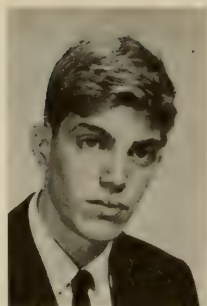
P.M. MCKEEHAN
1966



J.H. MCKERROW
1968



W.A. MCNEIL
1968



J.C. MEEKS
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T.R. MEIER
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D. MEIKLEJOHN
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C.H.K. MELBY
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R.T. MELSON
1968



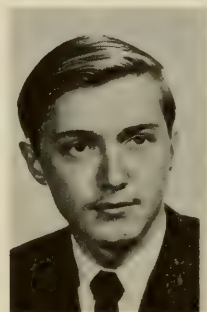
W.A. MERONEY
1966



M.A. MILLER
1969



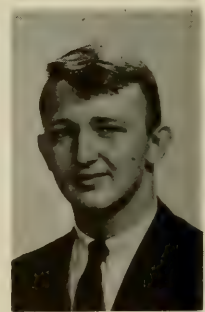
N.J. MILLER
1968



P.R. MILLER
1966



T.S. MILLER
1967



J.G. MILLIKEN
1967



D.H. MILLSTONE
1968



J.O. MITCHELL
POST-BACC



A.L. MITCHEM
POST-BACC



M.D. MODE
1968



M.W. MOORE JR.
1968



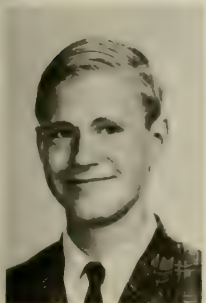
S.C. MOORE
1966



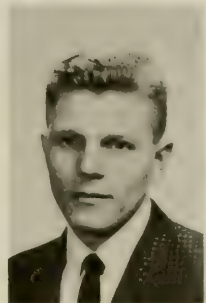
C.B. MUELLER
1966



J.F. MULLOOLY
1968



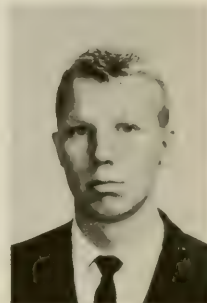
S.H. MUNROE
1968



D.R. MURPHY
1966



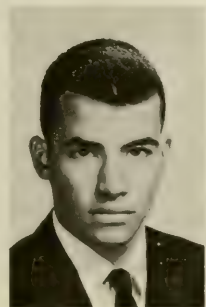
T.W. MURRAY
1967



G.L. MUSSER
1968



A.D. NEWKIRK
1969



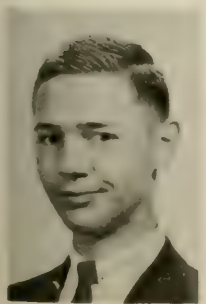
G.F. NIXON
1968



S. NOBORU
SPECIAL



C.A. OBI
1969



E.H. OLDMIXON
1967



K.D. OLLENDORFF
1968



R.B. OLIVER
1969



R.L.E. ORLANDO
1969



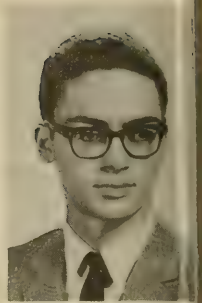
H. OTTINGER
1968



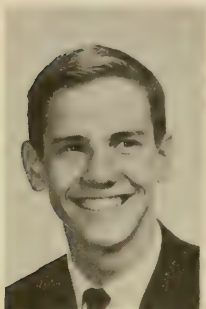
R.V. OULAHAN
1967



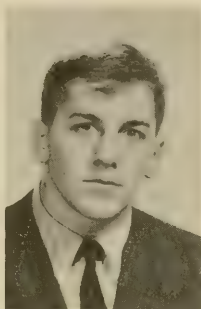
W.I. PACKARD
1968



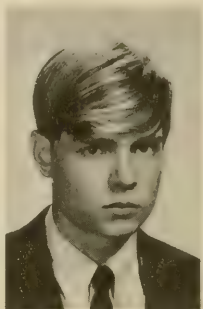
R.C. PAPPAS
1969



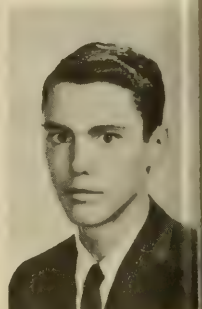
D.C. PARKER
1966



D.L. PARMACEK
1967



D.J. PARSONS
1969



R.T. PAUL
1968



W.R.C. PHELPS
1969



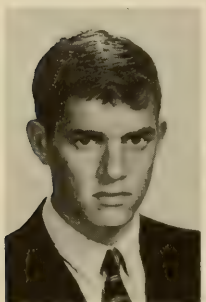
W.A. PHILLIPS
1969



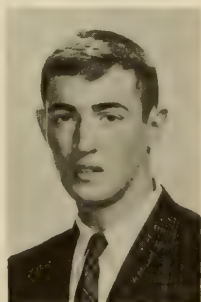
J.D. PIERCE
1966



A.F. PLEATMAN
1966



T.A. PLEATMAN
1969



S.S. POORMAN
1967



S.S. PORRECCA
1968



T.R. POWERS
1968



E.M. PRICE
1966



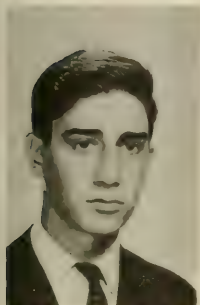
R.E. PRIMACK
1968



P.D. PRIMAKOFF
1966



P.N. PRITCHARD
1969



M.J. PRYOR
1969



M.E. PUNZAK
1966



J.D. PURVIS
1967



J.F. PYFER JR.
1969



J.N. RAKOVE
1968



F.G. RALSTON
1969



P. RAMBO
1969



F.M. RAMSEY
1968



A.H. RAPHAEL
1966



H.M. RARBACK
1967



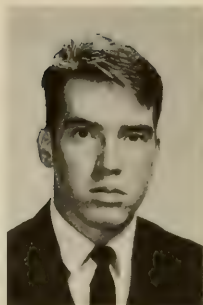
H.R. RAWLINGS
1966



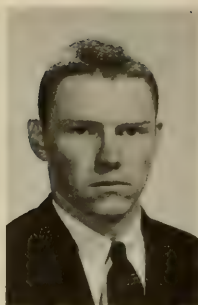
W.P. READ
1966



P.L. REAGAN
1968



F.W. REIMHERR
1968



J.H. REINHARDT
1967



R.H. RENWICK
1968



W.K. REUBEN
SPECIAL



H. REYNOLDS
1969



J.R. RIGGAN
1967



W.W. RISTOW
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J.B. RITTER
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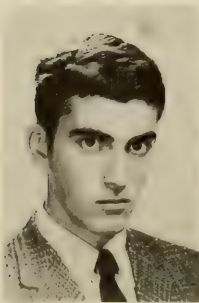
B.G. RIVENS
POST-BACC



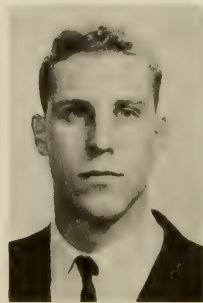
J.T. RIVERS
1968



N.J. ROBERTS
1966



D.P. ROBINSON
1968



M.O. ROBINSON
1966



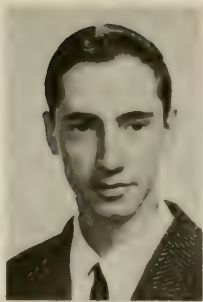
P.T. ROGGE
1968



S.M. ROLFE
1969



L.S. ROOT
1968



A.L. ROSNER
1966



D.S. ROSS
1969



D.H. ROSS
1969



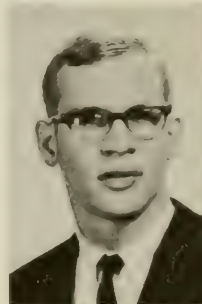
S.E. ROSS
1966



J.P. ROSSO
SPECIAL



B.S. ROTHMAN
1969



C.L. RUB
1969



A.M. RUBERG
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T.K. RUEBUSH
1967



F.S. RUSSEK
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J.B. RUTTER
1967



B. SALISBURY
1966



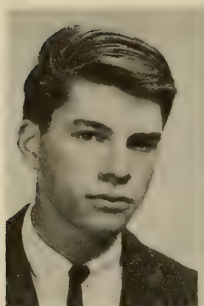
D.W. SALNER
1966



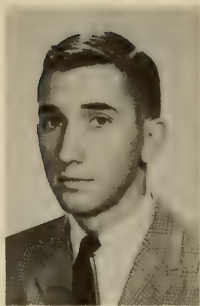
F.A. SANTORO
1969



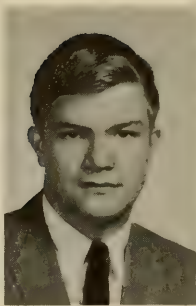
J.S. SARGENT
1969



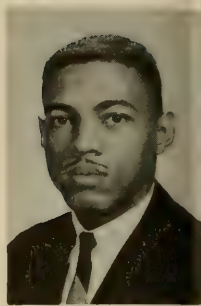
A. SATTERTHWAIT
1966



G.M. SAVA
1969



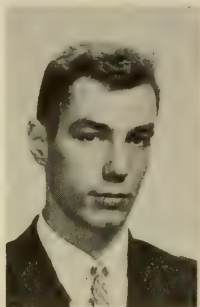
C.S. SAXER
1969



P.E. SAXTON JR.
POST-BACC



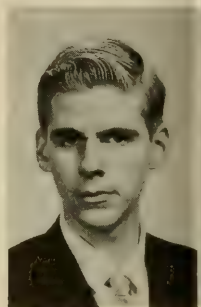
T.K. SAYLOR
1966



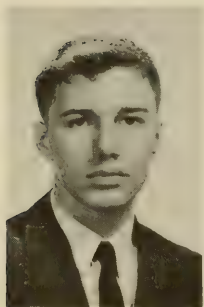
L.E. SCHACHTERLE
1966



L.P. SCHACTER
1966



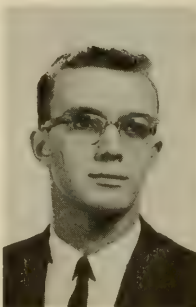
M. SCHATZKI
1966



W.S. SCHAUMAN
1967



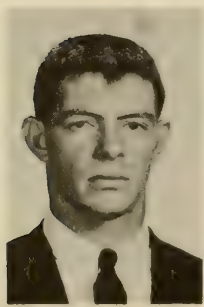
R.A. SCHMIDT
1966



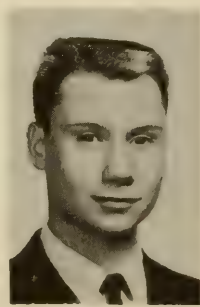
J.L. SCHOONOVER
1967



R.A. SCHWARZ
1966



M.J. SCHWENK
1969



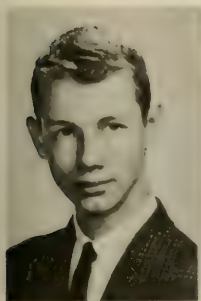
G. SCHWERTFEGER
1966



W.P. SCOTT
1969



R.P. SECHLER
1966



W.K. SELLERS
1968



V.R. SENEAL
1967



R.E. SEROTA
1969



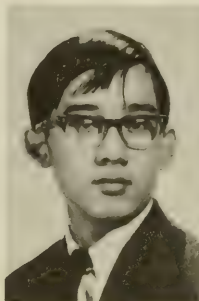
A.C. SERVETNICK
1968



D.P. SERWER
1967



A.E. SHAFTEL
1968



M.K. SHIMODA
1969



R.T. SIEBER
1968



J.L. SIGELMAN
1967



R.H. SINCLAIR
1967



R.S. SINGLEY
1967



J.D. SITLER
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G.A. SKOGGARD
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E.M. SLEEPER
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M.I. SLOTKIN
1966



E.O. SMITH
1969



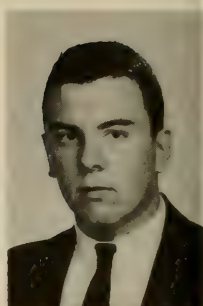
R.K. SMITH
1969



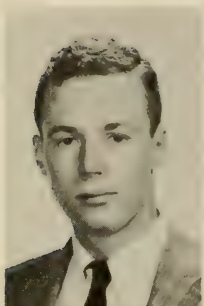
G.M. SMOAK
1969



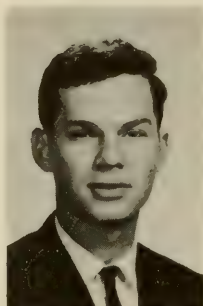
P.J. SMYRL
1968



C.A. SNEDEN
1969



C.H. SNYDER JR.
1969



D.H. SNYDER
1966



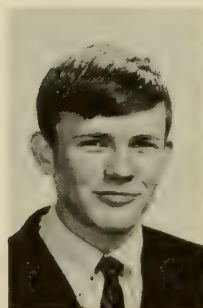
L.W. SPOEHR
1969



G.N. STAVIS
1967



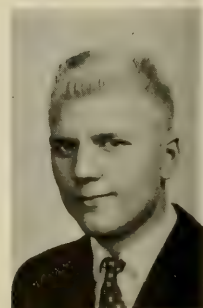
R.L. STAVIS
1969



W.D. STEPHENSON
1967



D.L. STERN
1969



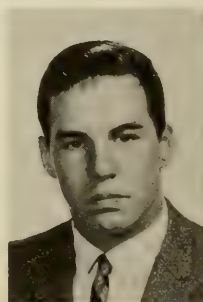
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J.M. STEVENSON
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A.W. STOKES JR.
1969



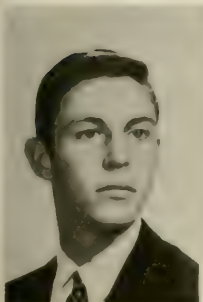
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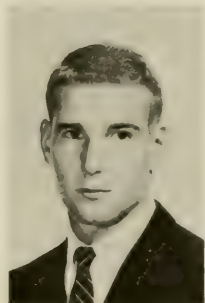
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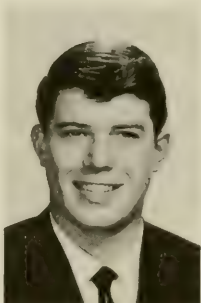
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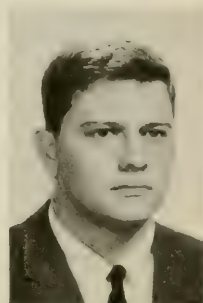
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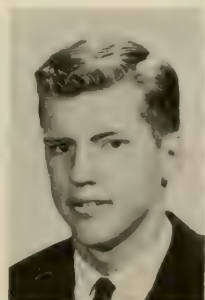
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1969 1966



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1967



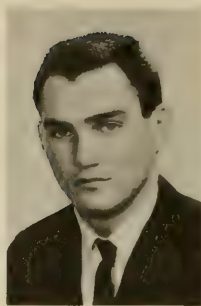
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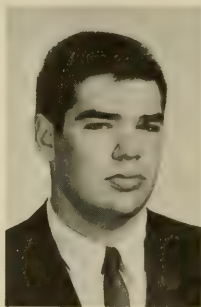
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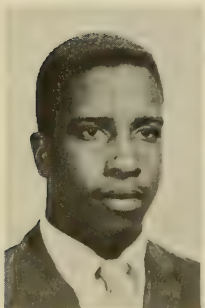
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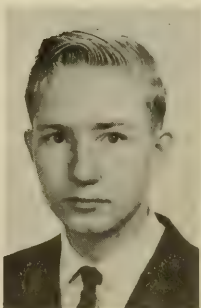
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W.K. TUNNELL
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J.W. TURNER
1968



B.E. UMLAND
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R.D. UNTERMAN
1968



D.D. URIE
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P.E. VAN NEWKIRK
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J. VON DER THUSEN
SPECIAL



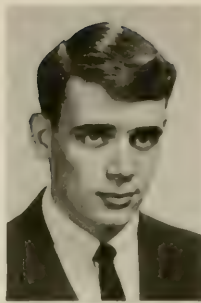
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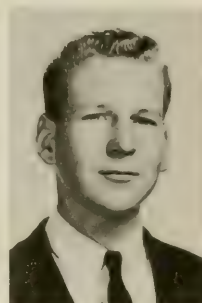
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T.W. WEISMAN
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S.T. WEISS
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T.W. WELLES
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S.F. WERTIME
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R.C. WESTON
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J. WHEELER
1966



M.P. WHIDDEN
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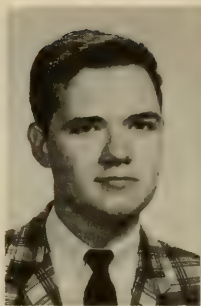
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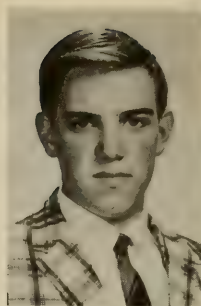
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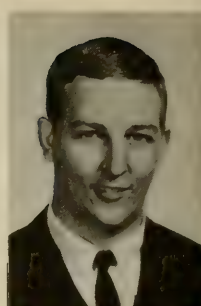
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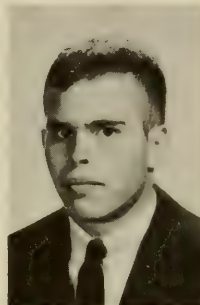
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J.S. WICOFF
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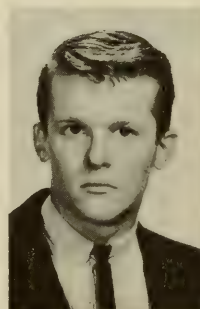
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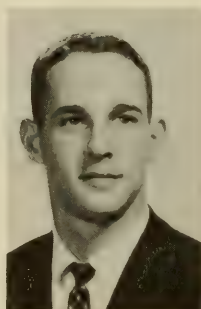
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F. WILKINSON
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G.R. WILLIAMS
1969



H.H. WILLIAMS
1966



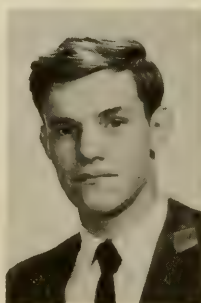
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R.L. WILLIAMS JR
1969



D.L. WILSON
1967



F.S. WILSON
1967



G.F. WINFIELD
1969



R.K. WISMER
1967



P.M. WODLINGER
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G.B. WOLFENDEN
SPECIAL



C.H. WOLFINGER JR
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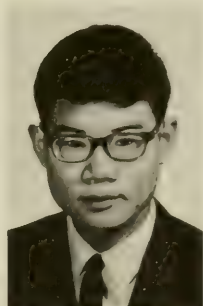
J.C. WRIGHT
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T.N. YARMON
1969



W.M. YATES
1969



A. YEN
1969



B. ZAJAC
1968



S.H. ZEIBER
1967



W.M. ZUMETA
1969

CALENDAR 1965-1966

New students arrive	Tues., Sept. 14
Registration of all new students	Thurs. & Fri., Sept. 16 & 17
Returning students arrive, beginning in afternoon	Sat., Sept. 18
Beginning of College year with Collection 10:40 A.M.	Mon., Sept. 20
First Semester classes begin 1 P.M.	Mon., Sept. 20
Swarthmore Day (no classes)	Sat., Nov. 20
<i>Thanksgiving vacation</i>	12:30 P.M. Wed., Nov. 24 to 8:30 A.M. Mon., Nov. 29
Registration for spring term	Week of Nov. 29
Students confer with advisors	Mon., Tues., Wed., Nov. 29, 30, & Dec. 1
Registration cards due in Registrar's Office	Thurs., Fri., Dec. 2 & 3
Christmas party	Evening—Mon., Dec. 13
Classes scheduled for evening on Dec. 13 will be held at the Collection hour on Tues. or Wed. evening of that week.	
<i>Christmas vacation</i>	12:30 P.M. Thurs., Dec. 16 to 8:30 A.M. Mon., Jan. 3
Midyear examination schedules due in Registrar's Office	Tues., Wed., Jan. 4, 5
First semester classes end 11:30 A.M.	Sat., Jan. 15
All papers assigned must be turned in by noon on this date.*	
Midyear Examinations*	Tues., Jan. 18 thru Wed., Jan. 26
<i>Midyear recess</i>	5 P.M. Wed., Jan. 26 to 8:30 A.M. Wed., Feb. 2
Second semester classes begin 8:30 A.M.	Wed., Feb. 2
<i>Spring vacation</i>	4 P.M. Thurs., Mar. 24 to 8:30 A.M. Mon., Apr. 4
Major registration cards for Sophomores must be filed by 4 P.M. in Dean's Office	Thurs., Apr. 14
Applications for scholarships due in the Office of the Dean	Fri., Apr. 15
Registration for fall term	Week of Apr. 25
Students confer with advisors	Mon., Tues., Wed., Apr. 25, 26, 27
Registration cards due in Registrar's Office	Thurs., Fri., Apr. 28, 29
Manuscripts in competition for prizes must be filed in the Registrar's Office by 4 P.M.	Mon., May 2
Final examination schedules due in Registrar's Office	Wed., Thurs., May 4, 5
Second semester classes end 10 P.M.	Tues., May 17
All papers assigned must be turned in by 4 P.M. on this date.*	
Senior Comprehensive Examinations	Thurs., Fri., Sat., Mon., May 19, 20, 21, 23
Final examinations*	Thurs., May 19 thru Mon., May 30
Oral examinations for College honors	Thurs., Fri., Sat., May 26, 27, 28
COMMENCEMENT	Fri., June 3

* If a paper is assigned *in place of the final examination* in a course, the date by which it is due may be set by the instructor not later than 4 P.M. on Monday, January 24th, for first semester, or Friday, May 27th, for second semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will receive *substantially reduced credit* unless arrangements have been made *in advance* with the instructor in the course and the Dean.

REPORTS

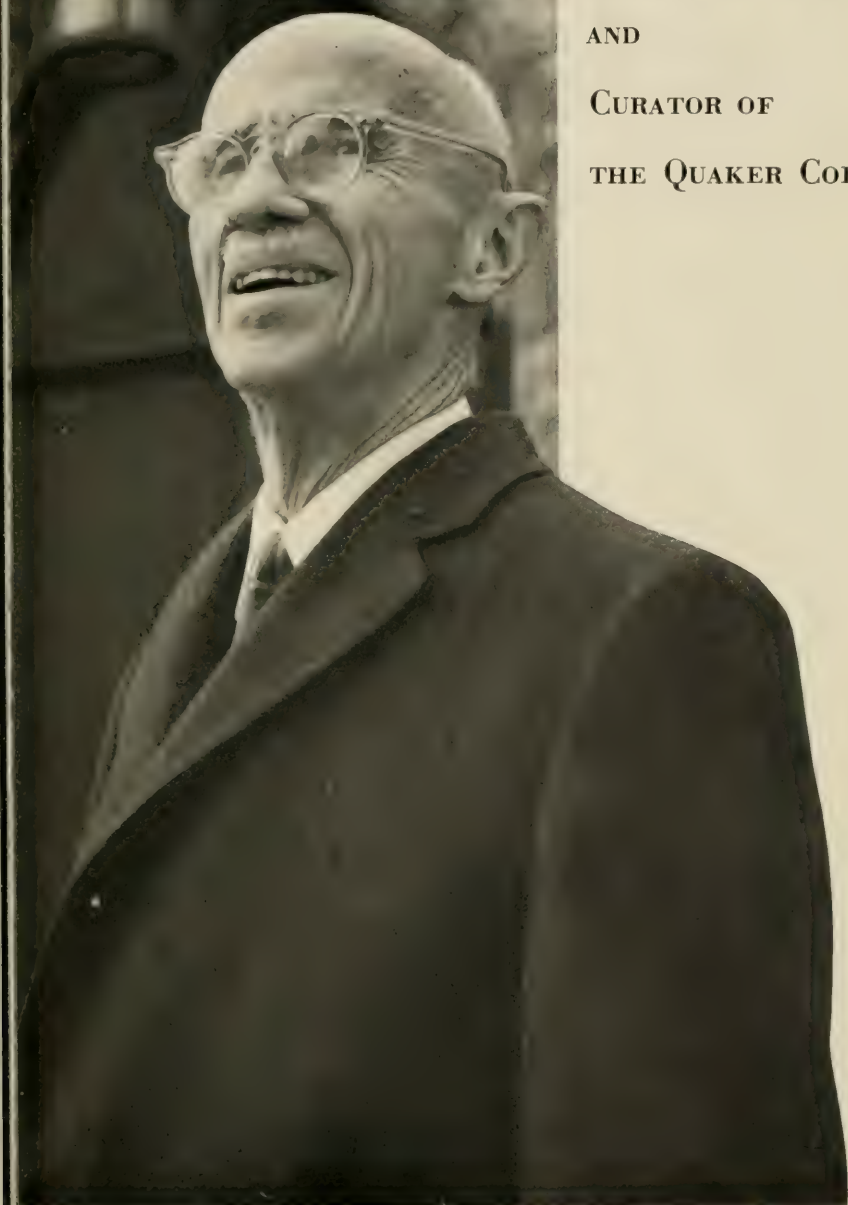
OF THE

LIBRARIAN

AND

CURATOR OF

THE QUAKER COLLECTION



HAVERFORD COLLEGE BULLETIN 1964-65

Haverford College Bulletin, Vol. LXIV, Number Three, November, 1965,
Report of the Librarian. Issued July, October, November and January by
Haverford College, Haverford, Pennsylvania. Entered as second-class
matter November 2, 1944, at the Post Office at Haverford, Pa., under
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REPORTS of the LIBRARIAN
and of
the CURATOR of the
QUAKER COLLECTION
1964 - 1965

haverford college, haverford, pa.



REPORT OF THE LIBRARIAN 1964-1965

IN THE report for 1963-1964, two related topics received special attention. The first and dominant one was the initial plans for major renovation and enlargement of the Haverford Library building. The second was the report and recommendations by the commission of the Middle States Association of Colleges and Secondary Schools on our Library's resources, finances, and services. Readers will recall that the commission gave our Library high marks for its collections and services but expressed the opinion that "the greatest need of the Library is for more and better-organized space," along with provision for growth in funds and staff.

We were pleased to hear the commission's approval of our plans for expansion of the building, but we had already decided for ourselves that such a project was needed, and we had taken serious steps toward preparing for it. This enterprise is now in every sense a major one for the College. In the year that has passed since the October, 1964, meeting of the Corporation, we have made genuine progress, and I believe we have sound reasons to be optimistic as we enter the second year of efforts to raise funds for the work.

For a succinct statement of the case for enlarging the Library, and an outline of what we hope to do, I refer readers to last year's report. By October, 1964, we had received and studied preliminary drawings by our architects, Harbeson Hough Livingston and Larson. We had had the advice of a leading library consultant, Dr. Keyes Metcalf, and informal but much appreciated counsel from a leading librarian, Dr. Emerson Greenaway. A special Library Committee composed of Managers, alumni, and others was organized.* An illustrated brochure describing the Library plans was printed and distributed, and in November formal announcement of our intentions was made at a dinner held at the Merion Cricket Club.

* James P. Magill '07, chairman; Stephen G. Cary '37; Loring Dam '17; Woodruff J. Emlen '35; Harold Evans '07; Emerson Greenaway; Robert B. Greer '18; Richard M. Gummere '02; Garrett S. Hoag '23; George A. Kerbaugh '10; William F. Maxfield '34; Oliver W. Melchior '28; C. Christopher Morris '04; Thomas E. Morris '20; Charles A. Robinson '28; Robert P. Roche '47; Dr. Frederic C. Sharpless '00; John A. Silver '25; Robert C. Smith '14; Dr. Joseph Stokes, Jr. '16; Dr. S. Emlen Stokes '14; John C. Whitehead '43; H. Justice Williams; John S. Williams '20; Robert B. Wolf '36. Ex officio: Dr. Jonathan E. Rhoads '28; Hugh Borton '26; Craig R. Thompson, librarian; Alfred R. Crawford '31. Faculty Representatives: Wallace T. MacCaffrey; Ralph M. Sargent.

Now, a year later, the first thing to be said is that our aims in this enterprise remain essentially unchanged. That is, we intend so to improve and enlarge the present building as to assure total storage capacity of over 490,000 volumes, seating capacity for 510 persons, a fireproof vault for all rare books and documents, and air-conditioning in both new and old parts of the building. Thirty of the new carrells will be enclosed ones reserved for use of faculty members. The floor area of the building will be increased from 35,210 to 79,985 square feet. (These are the figures as of August, 1965.)

All this, plus new furnishings and lighting in the older part of the building, will cost not far from \$2,000,000. Yet we are well aware that to build a completely new structure to meet all our needs would cost twice that sum. If Haverford can preserve the central location and the best architectural features of the present Library and provide for the needs of the next 30 years, it will assuredly get a good bargain.

The special committee, under the zealous direction of James Magill '07 and the able assistance of Alfred Crawford '31, went quietly but quickly to work and by June 30, 1965, had secured contributions and pledges totaling approximately \$800,000. In March, 1965, the College filed an application with the State Commission on Academic Facilities for a Federal grant under Title 1, Section 4, of the Higher Education Facilities Act, Public Law 88-204. Under the Act, a sum equivalent to one third the cost of new construction can be granted.

We can say, therefore, that thanks to the labors of Mr. Magill and his colleagues we made an excellent start. The response has been generous enough and prompt enough to show our constituency that we mean business. We proceed with all deliberate speed. As most of you know, the architects were authorized in June to prepare the final or contract drawings; this work should be finished by the end of the present calendar year.

Librarians, committee members, architects, engineers, consultants have had many meetings to discuss and improve the plans, find ways of economizing, or study technical reports, and in one instance to add something to the plans. This addition is a Cricket Room, which will be on the northwest side between the north wing and the Treasure Room.* Thanks to a gift made expressly for this purpose, it will be possible to have a

* *Historical note:* According to earlier library lore, we are at a disadvantage because we have north and south wings and because the main stacks are on the west side of the building. In J. T. Freige's *Paedagogus* (Basel, 1582), which is said to be the first encyclopedia for children, the answer to the question "Quid est bibliotheca?" reads as follows, in translation: "It is a place in which books are brought together. Libraries should face the east, lest the books rot. For those libraries with windows opening on the south and west cause damage to the books by reason of bookworms and moisture, because damp airs produce and nourish the worms and, by infusing damp spirits, injure the volumes and cause them to fade. Wherefore some build cupboards in the walls or attach them to tables, for holding books; these are called 'bookcases.' Cupboards are found in bedrooms, kitchens, and dining rooms also, but for other uses."

handsome, club-like room that will contain various memorabilia and exhibits concerning cricket, with emphasis on the history of the game (now in its second century) at Haverford College. The room will also be available for board meetings and special occasions.

With the assistance of Louis T. Klauder and Associates, consulting engineers, we have also given much thought to the difficult question of how to continue Library operations during the period when the building is being enlarged. Clearly this is a very different problem from that of simply moving into a new structure. We must expect that everybody—students, faculty, library staff—will be put to prolonged inconvenience while the building operations and alterations are in progress. That cannot be helped, but we do intend that the inconvenience shall be kept to a minimum. It will be necessary to set up a temporary library annex in the basement of the Lyman Beecher Hall building (the old chemistry building) for about 40,000 volumes, and at this writing it seems possible that another temporary annex will be made in the basement of the new dormitory. We shall have to shift books from one part or another of the main building to one or both annexes temporarily, as work goes on in various parts of the main building. However, most plans for such moves have already been completed. In one respect we even proceeded too rapidly. We removed most of the faculty offices on the fourth floor of the Library, intending to put there shelves which would hold the acquisitions of the next two years. In June the engineers found convincing technical objections to this scheme, but by that time the offices were gone. In due time, but not this year, this space will be filled by shelves.

We earnestly invite support of every kind for this Library project. We hope that all friends of the Library who are persuaded of the urgency of this work, and who share our enthusiasm about what it will mean to Haverford, will also try to persuade others to come forward with substantial aid. Libraries are costly, both to build and to maintain—but what is the alternative? Our collections are too good, and the building too much used, to permit us to get along with our present facilities alone. An academic library must grow, whether student enrolment increases or not. Its size is determined by the growth of knowledge and by the quality of work done in the College, not merely by the number of students here; though of course we keep very much in mind the College's commitment to expanded enrolment in the next half dozen years.* And none of us on the faculty doubts that the College facilities, certainly including the Library, will be used much more in future summers than they have been in the past.

* *The New York Times* of August 8, 1965, reminds readers of a familiar academic malapropism: "We must vastly expand the small college so that more students can benefit from the advantages of smallness."

THE COLLECTIONS

THE TOTAL number of volumes on June 30, 1965, was 243,144. The net number added during the year was 6,585 (5,705 in the main collections and 880 in the Quaker pamphlet collection), exclusive of the books bequeathed by Professor D. P. Lockwood. Of these we do not have an exact count as yet, but the number will be, probably, between 3,000 and 3,300. It is safe to say, therefore, that we added at least 9,585 volumes in the fiscal year. The customary statistics are presented at the conclusion of this report. As usual, comparison of figures in certain categories with those of the preceding year or two invites comment or raises questions. For instance, the number of books added by purchase last year was larger, the number added by gift was smaller, than in 1963-64. This is the result of more careful screening before acceptance of proffered gifts, many of which prove to be duplicates. With permission of donors these can be stored against future needs or sold to students or to other institutions. The total number of gift books handled and checked each year may be triple the number actually added to the collections. This situation is a normal one in many libraries.

Although the number of books reported in the statistics as "discarded" is very small, we sold or otherwise disposed of hundreds of duplicate or useless, uncataloged volumes, and we sold duplicate runs of certain journals.

The number of volumes borrowed by faculty and staff last year was slightly larger than in 1963-64. The number charged for use in carrells more than doubled. On the other hand, the number put on reserve by faculty dropped; and the number of volumes withdrawn by students for use outside the building dropped astonishingly: 12,962 as against 21,327 in the previous year. (These figures were double-checked and appear to be accurate.) The number charged to non-collegiate borrowers also diminished somewhat, but probably because our rules have been tightened.

Why did our students take out such a drastically smaller number of volumes last year? Were they too busy with political activities of all kinds to have as much time as formerly for reading? Do they use other institutions' libraries more? Are the faculty's methods of teaching changing in some ways, or has the scope of some courses changed? Or, if (as some think) there is more pressure on students to work, could this mean, paradoxically, that students feel they have less time to read, at any rate less time for non-curricular reading? These are only conjectures, but the figures deserve attention. One answer may be that last year was the first in which we refused to permit bound periodicals to be charged for outside use. This

policy could account for perhaps 2,500 or 3,000 of the volumes that were *not* withdrawn. Few libraries allow bound periodicals to be removed from the building, since these publications are too expensive to replace if lost or damaged.

Another, if minor, reason for the figures in question is the attraction of Stokes Hall science library as a place for study. There must be other reasons as well. One conclusion is surely justified: Haverford students seem more and more to prefer studying in the Library, especially in the carrells, to studying in dormitory rooms. This is not a preference peculiar to Haverford, needless to say. It is safe to predict that when our Library is renovated, air-conditioned, and more comfortable, it will be, even more than it is now, the center of study.

A question asked from time to time with respect to our collections is, "Who chooses the books?" Possibly the question of who chooses the books, or who ought to choose them, would be easier to answer in a library of 20,000 or 2,000,000 volumes than in one of 243,000. In an uncommonly small library, one person can choose them; in an uncommonly big library, if it is a well-staffed academic one, the faculty can usually assume that books from major publishers, and many others, in major fields of knowledge will be ordered by the library as soon as they are announced. No library "buys everything," or comes close to doing so, or would want to do so. Every library, however large, must be selective within the limits of its interests, its storage capacity, and its budget.

The Haverford College catalog says that "Most of the volumes have been selected by the teaching faculty." This is no doubt correct, and sounds reassuring: the faculty could be trusted to order promptly what was needed, nothing more and nothing less. But if this was true in earlier generations, it is not true now. Today most or very many of the publications purchased are ordered as a result of faculty requests, or by the librarian and his assistants in consultation with the faculty; but the proportionate number selected by the Library independently, or semi-independently, has increased. Our method of dividing responsibility is a good one in principle, I believe. Each department is allotted a certain share of the annual funds available for book purchases. The (1) departmental allotment is a fair share, determined by a formula devised by a faculty committee 10 years ago. The (2) restricted funds, such as Philips periodicals and rare book money, are used solely for publications suitable to the conditions of those funds. Of the (3) general or unrestricted funds, a varying sum is used by the librarian to buy works of general or interdepartmental interest, to fill gaps in the collections, and to assist in the buying of important sets that would overstrain the resources of a single department. A general fund at

the disposal of the Library is necessary, for departments cannot keep up with, or afford, the ordering of all books needed; reference books are a conspicuous example. I am afraid some of our departments are unnecessarily laggard even about requesting books in their special fields. One or two departments do not spend, during the year, the distinctly modest allocations they receive. Other departments could and would spend cheerfully 10 times as much money as they receive.

LIBRARY FUNDS

LAST YEAR's report included (pp. 12-13) a summary of the condition of our book funds. We received a generous grant from the Grundy Foundation for restricted purposes, but I emphasized, and do again, that we need more money for total departmental book needs. Such departments as history, English, political science, economics, chemistry, physics, biology need at least several times the sums we give them now, if the present quality of the Library in these fields is to be maintained or improved to what it should be. This situation is familiar enough to those who read these annual reports—or who buy books—and is no different from that in other institutions. But consider that the book funds in one of our neighboring Quaker colleges have been increased 50 per cent in the last three years. The Princeton librarian reports that the cost of running the library of that university was two and a half times greater in 1963-64 than in 1953-54. The number of new titles published in the United States doubled in those 10 years. In the same period the average price of each new book rose at least 45 per cent. When the morning post brings the glad tidings that 50 more volumes of the *British Museum Catalogue* are on their way, you must find \$700 for those alone. The average cost of a book on science has doubled in a decade or less.

In 1964-65 we spent or committed a total of \$44,843 on books and periodicals of all kinds. Most of our specialized periodicals are paid for by annual grants from the Philips Fund. We now receive about 1,350 serials. In 1964 a faculty committee, with Professor Harmon Dunathan as chairman, was appointed to study Philips appropriations and policies, not only or mainly with respect to the Library, but for the purpose of clarifying and revising, if need be, all the Philips operations. Happily for us, this investigation showed that we are better off than we had realized, or at least that we can expect to be better off for a few years more, until costs again catch up with us. Since the Philips grants are so essential to the Library, and since they involve a rather substantial sum of money, it may be relevant to quote or paraphrase here the memorandum of last May

which I sent to the faculty, after the report and recommendations of Professor Dunathan's committee were approved by the faculty.

"In January, 1962, I sent to departmental chairmen a long memorandum concerning Philips periodicals, serials, and continuations. All of us at that time were troubled by the cost of these periodicals. It appeared, on the basis of the information available, that the Golden Age of Philips periodicals had come to an end; that the annual Philips appropriation to the Library would not be sufficient to pay for more serials than we were then receiving; and that all new or additional serials ordered by departments henceforth would have to be charged to the departments concerned and paid for out of their annual book allocation. This change in policy was approved by the Library committee and has been in effect ever since.

"We all agree, I assume, that our Library ought to have as large a collection of 'important and learned' (the qualifying test for admission to the Philips list) periodicals as is needed in the work of teaching and research in this College; or at any rate as large a collection of scholarly periodicals as we can afford, including some of general or interdepartmental interest. For this reason the recent investigation of Philips finances, and the report on these matters, by Professor Dunathan's committee is of special importance to the Library and the faculty, for this report showed that there are quite large Philips surplus funds. The committee's report recommended certain actions which will enable the Library, for the next three years at least, to be assured of larger Philips funds. This report was approved by the faculty at its meeting on March 18, 1965. The Golden Age is not ended after all; or we are entering a Silver Age which will last for a few years.

"With respect to Philips appropriations to the Library, the committee's approved recommendations made three provisions:

"1. That the Library portion (\$15,613.54) of the Philips surplus be used 'to strengthen our periodical and rare book collections in any way deemed appropriate by the Librarian.'

"2. That for the next three fiscal years (1965-66, 1966-67, 1967-68), 36.6 per cent for periodicals and 3.4 per cent for rare books be allocated annually from the current income of the Philips fund.

"3. That during this period the total annual Philips income to the Library for periodicals be maintained at \$35,000. The difference between the present year's allocation and this new figure will be supplied from the surplus in the Visitors Program.

"The increased resources of Philips made possible the following changes:

"1. Of the \$15,613.54 at the disposal of the librarian, \$1,500 was allocated immediately to get our Philips account out of the red in the fiscal year 1964-65. (It was in the red because our former subscription agency went out of business, and still owes us \$3,000, which our attorneys are trying to collect.) The remainder of this surplus, \$14,113.54,

will be called, in the Library's own financial records, 'Philips Surplus—Library Contingency Fund.' It will be used for purchase of unusually expensive back numbers, special sets, microfilms, or any other purpose appropriate to Philips and approved by the librarian.

"2. Since the Library is guaranteed \$35,000 annually for Philips periodicals in the next three years (compared with approximately \$25,430 in the fiscal year 1964-65) we shall be distinctly better off. But two additional facts should be borne in mind. (a) Not more than about 70 per cent of a year's Philips appropriation can be spent on current subscriptions to serials, because this appropriation must also pay for the back numbers purchased during that year; cost of binding a year's acquisition of periodicals; rare books; and portions of the salaries of those staff members whose time is spent mainly or largely on Philips business. If we buy more Philips periodicals we shall need more staff to deal with them. (b) The price of subscriptions to learned periodicals increases by 5 to 10 per cent each year.

"Nevertheless our position with regard to Philips resources has improved. For the next three years we expect to operate without the recent requirement that new or additional learned periodicals ordered by a department must be paid for out of that department's annual allocation for books. The department will be charged for the cost of the *first* year; but thereafter, if the Library committee approves, the cost will be charged to Philips. Such was the practice prior to 1962.

"This should mean that departments, especially scientific ones, will not have to reserve a large portion of their book allocations for periodicals and will be able to spend the entire allocation, or nearly all of it, for books. No doubt many departments will want to add new periodicals, but are admonished to consider carefully before ordering them. We must be sure these are needed and probably will continue to be needed; and that, if they are unusually expensive, they are not already accessible in the neighborhood. Subscribing to new serials is one thing; paying for these year after year with the total cost increasing annually is something else."

LIBRARY SERVICES

A REVISED EDITION of the *Library Guide* was issued last year. This handbook of information and rules saves time for everyone, and we expect to keep it in print, with revisions from time to time as needed.

The third in the revived series of Mary Farnum Brown Library Lectures was given last December 3 and 10 by John H. Hick, Stuart Professor of Christian Philosophy at Princeton Theological Seminary.

In my report last year I discussed briefly the perennial problem of lost or missing books. There is nothing new to add; the situation is no worse but remains recurrently vexatious, and we continue to hope that student opinion will take it seriously.

Like most Americans, college students—despite much-publicized exhibitions of unhappiness on some campuses—seem spoiled if their lot is compared with that of students in other lands. They come to take for granted the advantages of open-stack libraries (virtually unheard of outside the United States, but now beginning to be questioned even by some American academic librarians) and of libraries that are open late in the evening. We all come to take these conveniences more or less for granted, but it would be wise for us to reflect now and then that they are exceptional and expensive; and that the least that the user of such libraries can do is to have a sense of responsibility about their contents. The Bodleian Library at Oxford still closes at 7 or 7:30, on Saturdays at 12:30; the University of Cambridge Library hours are 9:30 to 6:30. It is said that last year when some revolutionaries tried to have the Cambridge Library opened for evening work, the proposal was criticized as being (1) “American” and (2) unnecessary. Whatever the merits of the dispute, there was certainly truth in the contention that to keep academic libraries open at night is an American custom; and long may it remain so.

Under the head of improvements I should note that we installed carpet in the central part of the main reading room, chiefly in order to learn whether this would reduce the noise of traffic in that part of the building. It did, and we now plan to carpet all the reading areas on the main floor when the building is renovated.

One improvement which surprised us all was the reappearance of our largest painting, “St. Sebastian” by Pinturicchio, which was restored to its original beauty last year by the Fine Arts Conservation Laboratories of New York. This painting, given to the College by Miss Gladys Griscom in 1942, was identified as one of Pinturicchio’s by the late Professor Bernheimer of Bryn Mawr College. Long dull and dirty, it is now a striking work. Several years ago a student who spent much of his time in the Library sent a private note asking me to remove this painting because, he said, he found it depressing. I hope he feels better about it now.

We added a new Readex microfilm machine. This is a minor piece of equipment, but I must call attention to a major one which is very badly needed: a duplicating machine to print library catalog cards. Our Library must be one of the few of its size where such cards are still typed, at ever-growing cost in time, trouble, and money. Approximately 40,000 cards a year are handled by our staff—for as many as 6 to 10 cards are needed for every book we acquire—plus 5,000 or 6,000 author cards from the Bryn Mawr College Library, to be added to our catalog. For books copy-right in the United States, cards are prepared and sold by the Library of

Congress. But an academic library must buy many publications published elsewhere, and for these there are usually no Library of Congress cards. Therefore a library must make its own cards for these books, and of course many of these cards will be in foreign languages and contain technical information, symbols, and the like that must be set down accurately. If these cards are produced by typists, the work obviously will be done slowly, because it must be painstaking and each copy typed must be proof-read. Last year we typed about 8,000 cards. This is a ridiculously slow and wasteful method. We should not have to be looking from time to time for typists to do the work when for a few thousand dollars we can buy a machine that will do it more accurately and far more quickly. To date the College budget has not found room for purchase of such a machine. I think we should get one without further delay.

'D.P.L.'

THE LAST academic year gave us reason to look forward with firm hope to a new era in the Library. In another and sad sense it brought us to the end of an era, for we lost by death on February 7 Dean Putnam Lockwood, professor of Latin and librarian, emeritus. More than anybody else in our time he was identified with the Haverford College Library. To those who knew him and saw him daily in that building, the place will never be quite the same again.

Professor Lockwood was 81. He was an active (understatement) member of the Haverford faculty from 1918 until he retired in 1948. "Retired officially" might be a better way of putting it, because he continued to be closely connected with the Library. Since the public facts of his career were reviewed in obituaries and are familiar to his Haverford friends, there is no need to summarize them again here. It is appropriate, however, on behalf of all who were associated with him at the Library, to pay final tribute to his singular good nature, friendliness, and cheerfulness as well as to his learning and his unique knowledge of the Library and indeed of many other aspects of the College. How characteristic was his remark in his last year, that his "inner life" had been as happy as his career was fortunate: "totally unaffected," he insisted, "by wars, booms, depressions, politics, and modern science. I can even avow that my inner peace and happiness have been unaffected by the decline in popularity of my profession: Greek and Latin. . . . I was lucky in being able to keep just ahead of the debacle."

How characteristic, again, that in his last illness, in Bryn Mawr Hospital, he kept saying, "I'm so *bored* here." Not that he was given to com-

plaining, but he hated boredom. Even the best of hospitals, as a historian of medicine observes, is a cross between a penitentiary and a third-class hotel; and surely boredom must be, to a person of Lockwoodian temperament, one of the seven deadly evils of existence.

As I talked with him almost every day after my arrival here in 1960, I may perhaps be pardoned for adding a personal word or two. I think he was pleased that the new librarian had some slight acquaintance with Greek and Latin—maybe that was part of what he meant by keeping just ahead of the debacle—and a professional interest in his own specialty, the Renaissance. For many years before my first visit to Haverford his was one of the two names (the other was that of Rufus Jones) I associated with this College. Thirty years ago, when working on a doctoral dissertation, I had occasion to read a monograph called *De Rinucio Aretino Graecarum Litterarum Interprete* (1913) by D. P. Lockwood. Not a best-seller exactly, but a definitive essay on an important Renaissance man of letters, and decidedly useful to me. On my first official visit to Haverford in 1960 I had the pleasure of telling him so. More important, I had many opportunities in the following five years of profiting by his profound knowledge of Latin philology and of Renaissance literature.*

"A scholar, and a ripe and good one." I emphasize this, because undergraduates of recent years did not know him in the classroom, and I suspect that even some of his colleagues were not fully aware of how distinguished his reputation was—no uncommon circumstance in the academic community and quite understandable in a world of specialists. His studies of Italian humanism are evident not only in the scholarly books and articles he wrote but in the excellent collection of books he acquired over many years. He searched for the best editions, whether original or later ones, of all important Italian humanists, from Petrarch to the middle of the sixteenth century. His collection includes many scarce and some original editions, though his aim was not directed primarily at first editions (which, besides being costly, are often inferior textually) but at the best ones. Secondly, he collected scholarly works on Renaissance humanism and humanists. By patience and expert knowledge he formed a first-class working library in this field of knowledge. This collection of about 3,250 books and other materials he bequeathed to the Haverford Library. It will be a most valuable source of material for scholars interested in the Renaissance. It complements our Philips Collection of rare books but is much larger and more specialized. Work was begun last spring on preparation of a check-list of the collection. This work had to be interrupted but will be resumed and completed. I am glad to acknowledge the help of Mr.

*I am indebted to him also for a piece of practical wisdom I call Lockwood's Law: "Never hurry a librarian."

George Allen '40 in early stages of this work. When the Treasure Room is enlarged, the Lockwood Collection will be kept there and made available to qualified readers. A special bookplate will be placed in each volume.

LIBRARY ASSOCIATES

AFTER PROFESSOR LOCKWOOD's retirement his main hobby was the Library Associates. He had founded the organization some years earlier and until his death was its moving spirit, promoter, and spokesman. The council of the Library Associates intends to carry on the work, including the annual series of Sunday afternoon meetings which have been so pleasant a feature in the past and on which D.P.L. spent so much time.

The organization endeavors to foster interest in the Haverford College Library and to encourage development of its resources. Money received from membership dues is used, after the organization's expenses are met, for the purchase of books of current and general interest for the Library. All Associates are, of course, welcome to use the Library's resources whenever they like. Members who do not live in the area and cannot take advantage of the Library collections are nevertheless making a genuine and much appreciated contribution to the Haverford Library simply by being members of the Associates. Hence we cordially invite all friends of the Haverford College Library to join the Library Associates, if they are not already members. There are five classes of membership dues: regular at \$5, family at \$10, sustaining at \$25, contributing at \$50, and Fellow of the Library at \$100. It is hoped that Associates who learn of opportunities for the Library to receive special gifts of books, manuscripts, or funds will communicate with the Librarian. Gifts to the Library are tax-exempt.

The council of the Associates consists of the following members: president, Allen M. Terrell; vice-president, Robert A. Locke; Hugh Borton (president of the College); Alfred R. Crawford (vice-president for development); James P. Magill (member of the Board of Managers); Craig R. Thompson (librarian); Edwin B. Bronner (curator of the Quaker Collection); Thomas E. Morris '20; and Charles N. Welsh, Jr. '51.

A member of the Library staff, Mrs. Marian Boben, has been engaged to look after financial records, notices of meetings, and arrangements for teas. Checks for payment of dues may be addressed to her at the Haverford College Library.

Speakers and topics at Library Associates meetings last year were: November, Professor Lockwood, "Haverford's Cathedral of Learning," an illustrated lecture on the history of the Library building, in observance of its centennial (see Appendix to this report); January, Professor Otis H.

Green of the University of Pennsylvania, "*Plus Ultra: the Cultural Expansion of Spain in the Sixteenth Century*"; June, Professor Craig R. Thompson, "*The History of a Book (the Colloquia of Erasmus)*."

STAFF

ALTHOUGH THE Library Associates was his hobby, Professor Lockwood also served as curator of Haverfordiana. This collection receives frequent additions and must be the responsibility of someone who will not only do the necessary work but has an authentic interest in Haverford College. We are therefore grateful to Mr. Charles N. Welsh, Jr. '51, for accepting appointment to this post. He has been a valued consultant and bibliographical assistant in the Library for some years and he has already done much to improve the collection of Haverfordiana.

Mrs. Deborah H. Allen, Mr. Nelson Evans, Mrs. Etta Barbour, and Mrs. Natalie Veitch resigned. Mrs. Winifred J. Campbell, formerly a member of the Harvard, Columbia, and Swarthmore library staffs, was appointed part-time cataloger. Mrs. Millicent Feiner, recently of the Haverford Township Public Library, was appointed library assistant. Miss Else Goldberger, acquisitions librarian, was promoted to Category I (this should have been reported last year). Mrs. Frances Barnett and Mrs. Marian Boben are now full-time members of the staff.

The librarian was one of the speakers at a conference on "Raising the Standards," held in Philadelphia on April 13 and sponsored by the Graduate School of Library Science, Drexel Institute of Technology.

Miss Shirley Stowe of our staff represented the Library at an Institute on Non-Western Materials, in June, at Earlham College. The purpose of the Institute was to provide background material about specific areas of the non-western world, discuss the books considered essential for library coverage of these areas at the college level, make available information about acquisition of these books, and discuss possible means of cooperation among small colleges to share in the acquisition and use of these materials. It was also felt that closer cooperation between faculty members and the library staff could make fuller use of skills available; therefore the participants in the Institute included both faculty and library staff members.

A copy of the bibliographies furnished by various specialists at the conference will be kept at the reference desk and will be checked against our present holdings.

I understand Miss Stowe found this an unusually rewarding conference.

Recruitment of competent library staff becomes harder rather than easier every year. For several years I have called attention in these reports

to certain aspects of staff policies and urged that these ought to be studied and decisions reached. Some questions were clarified last year but others remain to be dealt with, and I must once more ask that they receive attention. Our failure in this respect did not escape the scrutiny of the commission from the Middle States Association, which in its report of a year and a half ago reminded us that: "The professional members of this staff deserve more recognition than they now enjoy, both in salaries and status. . . . The specific terms for recognizing professional status vary among institutions, and Haverford would presumably formulate its own practice. It seems clear, however, that adequate recognition of the professional position of Haverford's librarians and greater opportunity for their continued professional growth will need to be provided if the present fine morale and high level of service is to be maintained."

One thing we still lack is a published salary scale for professional librarians. The need for such a document in seeking and keeping staff members should be obvious, but after a year and a half of effort I have not yet succeeded in getting such a scale established or published. I intend to try again.

We even have more trouble finding the full number of satisfactory student assistants than we used to have. This is a minor problem by comparison, but it is a sign of the times. In the "affluent society," colleges cannot afford to pay students more than the minimal wage, and that is not enough. To make matters worse, we require more students than formerly, because of our departmental libraries. In the main Library, circulation and reserve desks are attended only by student assistants each evening from 6:45 until 12 o'clock, although a member of the regular staff is at the reference desk Monday through Friday evenings from 6:45 until 10:15 p.m. We are committed to keeping stacks and reading areas open until midnight, but I am not easy about the fact that on Saturday and Sunday afternoons and evenings only student assistants are at the desks. We have explicit, printed rules governing the use of the Library by non-Haverfordians, but enforcing the rules effectively on weekends has its difficulties.

GIFTS

GIFTS REPORTED here do not include any contributions or pledges to the fund for enlarging the Library building, since those are reported elsewhere.

We received another group of books by Christopher Morley (most of them inscribed) from Mr. H. Tatnall Brown, Jr. '23. Mr. Walter Palmer

'10, also contributed some Morleyana. Our plans for the enlarged Library still include provision for a Morley bay or alcove at the east end of the main reading room, where periodicals are now kept.

A donation of \$1,000 from Mr. Albert Savage, for the furtherance of the study of English history, in memory of Howard Levi Gray, was used by permission to purchase books on English history.

Mr. C. Prescott Knight, Jr. '16, gave to the Library, as a memorial to Professor Francis B. Gummere, a valuable set of early editions of works by Charles Dickens. These will be added to our collection of rare books.

From Mrs. Charles L. Miller, in memory of her husband, Class of 1908, we received a gift of first and other early editions of books by Stevenson, Kipling, and other nineteenth century authors.

Gifts of funds, books, pamphlets, or Haverfordiana from the following are acknowledged with thanks:

Alumni: Estate of René Blanc-Roos '35; Lewis H. Bowen '34; Norman S. Brous '42; Meade Cauffiel '24; Robert M. Cunningham '29; Thomas C. Desmond '08; Darien A. Gardner '65; Milton M. Gatch, Jr. '53; Kenneth L. Geist '58; John F. Gummere '22; Lee Haring '51; Isaac Lloyd Hibberd '26; William L. Hires '49; William H. Loesche, Jr. '36; C. Christopher Morris '04; Philip A. Musgrove '62; Charles A. Robinson '28; Donald B. Scholl '59; Arthur W. Silver '27; John W. Spaeth, Jr. '17; Herman K. Stein '05; John Joseph Stoudt '33; Henry M. Thomas, Jr. '12; Marc Wedner '60, in memory of David Rondthaler; Charles N. Welsh, Jr. '51; William H. Wilbur '11; Roger D. Wollstadt '58; Sakan Yanagidaira, special student, 1962-64.

Haverford Faculty: John Ashmead, Jr., Thomas A. Benham '38; Hugh Borton '26; Robert H. Butman; Henry J. Cadbury '03; John R. Cary '45; John P. Chesick; Howard Comfort '24; Harvey Glickman; Mrs. Louis C. Green; Louis C. Green; Philip Green; George A. Heise; Holland Hunter '43; Wallace T. MacCaffrey; Martin Oppenheimer; L. Arnold Post '11; Ira de A. Reid; George Salamon; Fay A. Selove; Christopher P. R. L. Slater; John Spielman; Howard M. Teaf, Jr.; Craig R. Thompson.

Others: H. Vance Austin, Barna M. Avré, Paul Avsenew, Fulgencio Batista y Zaldivar, E. J. Benge, Estate of Emma Cadbury, Aldo Caselli, Mrs. Florence Chanukoff, David Sanders Clark, Claus-Peter Clasen, Robert C. Clothier, Mr. and Mrs. Ralph F. Colin, Samuel and Clarissa Cooper, John Harvie Creecy, Mrs. J. F. Dewald, Thomas E. Drake, Mrs. Henry S. Drinker, George W. Elderkin, Mark F. Emerson, Benjamin R. Epstein, Estate of William Bacon Evans, Frank Whitson Fetter, William Logan Fox, Mrs. Elsie Gatten, Arthur Garrett, Mrs. Harvey Glickman, Orrin L. Keener, Mrs. Jesse Lehman, Family of Warren H. Lewis, Paul S.

Lippincott, Jr., Mrs. Dean P. Lockwood, Virginia A. McCall, Mrs. Charles L. Miller, Sarah E. Moore, Elliston P. Morris, Stanley S. Muffs, Ludvick Nemec, John Otto, George Keith Parris, P. M. Pasinetti, A. Willing Patterson, John J. Pullen, Mrs. Conyers Read, Diana L. R. Reeve, Hertha Reinemann, Mrs. John B. Rikards, Emma Ritchie, Mrs. Alfred G. Scattergood, William E. Schenck, Brant Shoemaker, Upton Sinclair, Henry Singer, John S. Spruance, Estate of Ettie Stettheimer, Shirley Stowe, Kenzo Takayanaga, Ray Scott Tannehill, Mrs. Ray Scott Tannehill, Mildred C. Tatum, Nora B. Thompson, Caroline Bedell Thomas, M.D., E. Perot Walker, Harry M. Ward, George B. Watts, Helene C. Wilson, Elizabeth Williamson, Mrs. S. B. C. Wood, Mrs. W. S. Woytinsky.

Offices, Institutions, Foundations and Companies: State of Illinois, Library of Congress (Public Law 480), New York State Library, Commonwealth of Pennsylvania, City of Philadelphia, U. S. Economic Coordinator for CENTO Affairs, U. S. National Aeronautics and Space Administration, Commonwealth of Virginia.

Academia of Sciences of the USSR, University of Alabama, American Academy of Arts and Letters, American Cancer Society, American Council of Learned Societies, American Friends Service Committee, American Library Association, American University in Cairo, Amherst College, Anti-Defamation League of B'nai B'rith, Association of Council Secretaries, Atlantic Council of the US, Board of Rabbis of Greater Philadelphia, Boston University, Bowdoin College, Brandeis University, Bryn Mawr College, Bucknell University, University of California, California Folklore Society, Carnegie Hero Fund Commission, Citizens Research Foundation, University of Colorado, Columbia University, Conference on Economic Progress, Conference on Savings and Residential Financing, Congregation B'nai Jeshurum, Lane Cooper Fund, William and Noma Copley Foundation, Council of Higher Educational Institutions in New York City, University of Detroit, Doylestown Foundation, Education and World Affairs, Fairfield University, Financial Executives Research Foundation, Ford Foundation, Foundation for Foreign Affairs, Fund for the Advancement of Education, Georgia Institute of Technology, Samuel J. Goldfarb Foundation, Daniel Guggenheim Medal Board of Award, Gwynedd Monthly Meeting of Friends, Health Insurance Institute, Holy Family College, University of Illinois, Indiana University, Inland Waterways Common Carriers Association, Institute for International Studies, Institute of Life Insurance, State University of Iowa, University of Kansas, Calvin K. Kazanjian Economics Foundation, University of Kentucky, Robert Owen Lehman Foundation, Université de Liège, Lifwynn Foundation, Loyola University, Luther College, Lutheran Theological Seminary, McGill Uni-

versity, Marquette University, Mellon Institute, University of Michigan, University of Minnesota, Mount Vernon Ladies' Association, National Geographic Society, National Planning Association, National Science Foundation, Newcomen Society in North America, University of North Carolina, Ohio University, Organization of African Unity in New York, PENJERDEL, Pennsylvania Economy League, Pennsylvania State University, Planned Parenthood Federation of America, Inc., Presbyterian Historical Society, Princeton University, Rice University, Rockefeller Foundation, Rosemont College, Royal Economic Society, Saint John's University, Services Culturels Francais, Smith College, Smithsonian Institution, University of Southern Mississippi, Swarthmore College, Syracuse University, University of Texas, Utah State University, Vassar College, University of Virginia, Western Maryland College, Williams College, Yale University.

American Forest Products Industries, Book-of-the-Month Club, Cambridge University Press, Chase Manhattan Bank, CIBA Pharmaceutical Products, First National Bank of Santa Fe, Indium Corporation of America, International Bank for Reconstruction and Development, International Monetary Fund, The Japan Times, Liturgical Press, Merck & Company, Morgan Guaranty Trust Company, New York Stock Exchange, Oxford University Press, Peace Book Company, University of Pennsylvania Press, Rand Corporation, Henry Regnery Company, publishers, J & W Seligman & Company, Sperry & Hutchinson Company, Standard Oil Company of New Jersey, United States Savings and Loan League, Universal Distributing Company, Wildenstein & Company. □

CRAIG R. THOMPSON

Librarian

LIBRARY STATISTICS

1964-1965

Growth of Collections

Total number of volumes (as of June 30, 1965)..... 243,144

Number of volumes added in 1964-65

By purchase.....	4,118
By gift.....	1,369
Government Depository.....	266
Quaker Pamphlet Collection.....	880
Total.....	6,633

Number of books discarded..... 48

Total..... 6,585

(Lockwood bequest increases this total by at least 3,000) 3,000

9,585

Circulation

Faculty and staff borrowings..... 3,924

Students..... 12,962

Outside borrowers..... 8,378

Total..... 25,264

Books charged out to carrells..... 1,621

Total..... 26,885

Reserve Book Room

Books put on reserve..... 2,609

Reserve book circulation:

Library use..... 13,136

Overnight..... 2,694

Total..... 15,830

Interlibrary Loan

Borrowed..... 523

Loaned..... 1,195

APPENDIX

(This brief historical sketch of the Library building is part of a lecture given by Professor Lockwood at the November, 1964, meeting of the Library Associates. It was printed in *Haverford Horizons* but without the photograph which accompanies it here. Because of the interest this article has for Haverfordians, and because some may have missed it when it appeared in *Horizons*, it is included with this report.

HAVERFORD'S CATHEDRAL OF LEARNING

BY DEAN P. LOCKWOOD

ON NOVEMBER 15, 1964 Haverford College celebrated the 100th anniversary of the inauguration of its second major building, the Library and Alumni Hall, constructed in 1863-64. In reviewing the fascinating hundred-year history of that structure, we have our eyes on a not too distant future, and shall emphasize the Library over Alumni Hall, which ceased to exist as such 66 years ago when the auditorium of Roberts Hall took its place.

We are *not* celebrating the birth of the Haverford Library in the sense of a collection of books. That occurred in 1833 when the College opened and a library of seven books was donated.

Actually, in 1864 there was not one new building but two: a library and an assembly hall, joined at right angles in an L-shaped structure. The Library was shorter and ran north and south; Alumni Hall, as it was called, was longer and ran east and west. Unbelievably, for a Quaker institution, the architectural style was Gothic—academic Gothic, that is. As a matter of fact, loud voices were raised in protest. The supporters, of course,

regarded Haverford's one earlier major building, now called Founders Hall, as being unworthy—just a crude, stone structure faced with yellowish plaster. Nowadays, on the contrary, we admire its simple dignity and beauty of line.

But the question that baffles the historian is whether most observers in 1864 realized the future possibilities of their new building. Did the designers of the structure intend that by the addition of another wing one could balance the part which housed the Library, and that the new double building would become, in effect, a Gothic cathedral, with a nave (the assembly hall), two transepts and a crypt? The structure might even, if the nave were widened, acquire three "chapels" on each side—which, in due course, it did.

For those whose consciences were troubled, however, the day was perhaps saved by the fact that this cathedral of learning was oriented backwards—the "congregation" being forced to enter at the transept end. The speaker's platform was located where the entrance should have been.

In considering our handsome new bipartite structure, I take up the Library first.

Although the building was actually completed before mid-November, the librarian wisely took his time about moving in. (Never hurry a librarian.) At the inauguration there was no ceremony (oh, the good old days!), but fortunately there is a photograph taken in the spring of 1865 which gives an excellent idea of the place and of the chief characters, of which there are eight.

The Library, as depicted in the old photograph, was a room as plain and austere as a Quaker meeting house. The only decorations were a few busts of classical worthies on the ends of the bookcases—a tradition that goes back to the great bibliophile, Varro, in the time of Cicero. The lighting was by kerosene lamps. Here were gathered the *dramatis personae*.

(1) In front, on the left, sits the moving spirit of the new Haverford, Thomas Chase, professor of philosophy (another source says "of philology and classical literature"—it made little difference in those days). He was a native of Worcester, Mass., and a birthright Friend, handsome (or so he was then regarded, at least), ambitious, and, by being an author and editor of textbooks, well-to-do. He, himself, built the most impressive private library ever erected in this community. It became known as "Chase's Folly," but is now merely the brick annex to Woodside, currently the residence of Professor Holland Hunter.

(2) On his left is a representative of earlier and simpler ideals of education, that beloved character, the versatile Paul Swift, M.D. At this time he was professor of moral, political, and natural science. Earlier he

had been a Manager of the College and a teacher of English. He had practiced medicine in Nantucket.

(3) Next is William Wetherald, formerly of Rockwood, Canada West, who had shortly before been imported by the Managers with the pious hope of improving discipline at the College. Within a year the students were to run him out of town. (There is nothing new about such actions.)

(4) and (5) Next come two Haverford seniors, James A. Chase (standing) and Allen C. Thomas (seated). The latter was destined to become professor of history and Haverford's most famous librarian, whose portrait now hangs just inside the front door of the "Thomas Wistar Brown Library," as our building was officially christened in 1916.

(6) Next, seated at the desk, is Clement Lawrence Smith, assistant professor of classics and mathematics and first librarian, still too young to be a full professor, as the Haverford tradition demands. He is *my* link with the Civil War period I am describing, for under him at Harvard, not Haverford (the two are often confused) I studied the Odes of Horace about 1900, by which time he was a doddering and palsied patriarch. (That was in the dark ages before the era of pensions, when professors taught until they dropped in their tracks.)

(7) Farthest in the rear and facing us sits a studious sophomore, Samuel C. Collins.

(8) Last, in front on the right, opposite Dr. Swift, is the "gentle and modest" Samuel J. Gummere, who had at two different periods in his life been associated with Haverford in various capacities. He was, at the time, professor of mathematics, director of the observatory, and president of the College, having been appointed to this position the year before. President Gummere was one of the few men who can perhaps be called both scientist and humanist; that was still possible in his day. He was much loved, especially for his habit of going, like an Einstein, into mathematical trances, when he would forget that there was anyone in the room before him. The boys enjoyed the holiday.

IN A few years the appearance of the Library had greatly changed. The lighting was by a gas-ring. A fireplace and mantelpiece were added at the far end, and pictures were hung everywhere. A gallery had to be built to hold the growing collection of books, and bookcases even began to spread out into Alumni Hall.

Improvements continued to be made, but the building became more and more crowded. Soon, the whole gallery was filled with bookcases,

cutting off all daylight. The new electric lights came in handy, but clearly it was a time of crisis.

Enlargement of the Hall was planned. The architect was an enthusiastic member of the Gothic school, and the new South Wing resembled a medieval choir stall. Fortunately, the new chapel-like rooms along the sides of the nave accommodated the surplus books. There were now no bookcases *in* the Hall. The awkward new machicolated entrance to the South Wing may have been Gothic, but did not harmonize with the rest of the building. Over the old north entrance there was still a pointed canopy; but that was soon altered to match the other. In rain or snow, neither entrance ever stopped leaking.

After 1898, the former Alumni Hall, now part of the Library proper, was rapidly filling up, and the South Wing began to look almost as crowded as the North, especially when the librarian stored the College's white elephant there, the so-called *Fictile Ivories*, one of the strangest art collections ever assembled.

The time soon came when a stack building had to be erected. By present-day standards it was small, but in its dingy three stories, it gave professor William Lunt space enough to get his superb collection on British history together. Beautifully remodeled by Nelson Edwards, it is now the Treasure Room.

In this same general area of the structure there is also a mystery. Leading out of the old nave, as in the beautiful Spanish cathedral of Burgos, there was a side door. What was it ever used for? It is now blocked up and can only be seen from the outside, where steps lead down into a charming little nook. It was long Christopher Morley's dream to turn this into an outdoor reading room with easy chairs beside the honeysuckle bush—an impractical idea perhaps. At any rate, it's too late now, for former president Gilbert White took most of the site for the beautiful reproduction of Rufus Jones' study.

The "great leap forward" came in 1940, when huge new stacks were erected. I remember president William Wistar Comfort laying the corner stone in a sea of mud. One of the new addition's features was the Browsing Room, a shrine dedicated to professors Francis B. Gummere and Frank Morley

The climax was the creation of the Philips Room out of the old, crowded North Wing, the original Library which had been through so many phases. With its square, north windows admitting ample light into a room that once had no daylight at all, it was a renunciation of the Gothic style. □

TESTIMONY
TRUTH
ENLIGHTENED
Collected Labours
of
Samuel Johnson.

SELECT WORKS

OF

WILLIAM PENN.

TO WHICH IS PREFIXED

A

JOURNAL OF HIS LIFE.

LONDON

PRINTED IN THE YEAR

MDCCLII

JOURNAL
OF
GEORGE FOX

REPORT of the CURATOR of the QUAKER COLLECTION, 1964-1965

ARCHITECTURAL DRAWINGS for enlarging the Treasure Room have proved more intriguing to the staff of the Quaker Collection than the day to day work, but have not been a major distraction.

As we have seen the plans to double the size of the Treasure Room, with a large, fireproof, air-controlled vault at the ground level, adequate office space for the staff, proper carrells for scholars, an attractive reading area on the new balcony, and added space for books, students, and other needs, we know that rescue from present conditions is not far away.

Space for additional books is virtually gone. Our outstanding collection of bound Quaker periodicals has reached the place where we will soon need to stack additions on the floor. Our voluminous array of Yearly Meeting Minutes has continued to expand, and made it necessary to transfer printed Disciplines and other works to the second floor. The pamphlet collection grows more rapidly than anything else, and swallows up space in the stack room. All of the volumes on the balcony were re-arranged this summer in order to find room to add books for two more years. The locked cases for rare books were also re-shelved to find more space.

The staff continues to be hampered by poor working conditions, and a new part-time secretary employed for a special task is forced to work on the balcony even though it means running up and down stairs to check references.

Despite these difficulties and distractions the work in the Quaker Collection has moved forward in a satisfactory fashion. The staff, which has remained unchanged since the fall of 1962, has benefited from the experience of working together. In the spring semester Eunice Jones began the work on William Bacon Evans' "Dictionary of Quaker Biography," described below, and during the current year Frances Taber will continue on that task.

We were fortunate in the choice of T. Wistar Brown fellows for the year, for they not only pursued vigorous programs of research and writing, but participated in an active way in the life of the College. Professor Phillips

Moulton, who is now at Adrian College, studied John Woolman, gave lectures in some classes, and read papers at learned societies. T. Canby Jones '42, professor of religion at Wilmington College, did research on George Fox, prepared manuscripts for publication, participated in the Young Friends group on campus and visited widely in the Yearly Meeting. During the current year William P. Taber, Jr., comes to Haverford to continue his study of "Conservative" Friends, especially those of Ohio. He has been at the Earlham School of Religion. Errol T. Elliott, well known mid-western Quaker, will spend 10 weeks doing research for a new book on the westward migration of Friends and the history of the Five Years Meeting. His work will take him to other Friends colleges across the nation.

The two research associates connected with the Quaker Collection, Mary Hoxie Jones and Dr. John J. Stoudt '33, have continued their work. The former has done research on the Jones family and New England history, and the latter completed his manuscript for a large volume on the thought of religious groups in colonial Pennsylvania. While each of them published a volume during the year, these works were not directly connected with their research at Haverford. Dr. Stoudt produced the lavishly illustrated volume, *Early Pennsylvania Arts and Crafts*, and Mary Hoxie Jones published a book of poetry, *Beyond This Stone*.

Many other persons came to do research in the Treasure Room. Once more there has been an increase in the use of the Quaker Collection. The number of written inquiries was 154 compared with 136 last year, and the number of visiting scholars increased from 61 to 76. The visitors came from 16 states and 2 foreign countries. Undergraduates from Haverford, Bryn Mawr, Princeton and other neighboring institutions also used the Collection.

While it would be interesting to list the subjects which have been explored by correspondence, space does not permit. However, we will list some of the topics studied by visiting scholars:

Amelia Opie (1769-1853)
American Friends Service Committee
Benjamin Franklin and the Quakers
Cheyney Training School
George Fox (1624-1691)
John Greenleaf Whittier (1807-1892)
John Woolman (1720-1772)
Philadelphia Quakers in Industrial America
Quakers and Voltaire
Quaker Fiction
Quaker Indian Agents

Quaker Political Power
Quaker Primers
Roberts Vaux (1786-1836)
Ranters
Rufus M. Jones (1863-1948)
William Cooper (1754-1809)
William Penn (1644-1718)
William Penn Charter School

WE ARE pleased to report that "Dictionary of Quaker Biography," an important new research tool, is now available in the United States for the first time in the Quaker Collection.

Work began on this project several years ago, under the direction of the Library Committee of the Library, at Friends House, London. Several thousand entries have been prepared from such sources as *A Collection of Testimonies*, the *Annual Monitor*, *Piety Promoted*, *The Friend*, and biographical notices in such volumes as the *Cambridge Journal* of George Fox, the *Shorter Journal*, and *Pen Pictures of London Yearly Meeting*. The biographical notes are in typed form, in loose leaf binders. They are tentative in nature and must be used with caution, but scholars from both sides of the Atlantic have been very enthusiastic about the value of the project. The work has been financed in part by a grant from the Barrow and Geraldine S. Cadbury Trust.

The original plan was for one copy to be kept in the Library at Friends House, with the second copy at Woodbrooke. However, the opportunity to combine the British "Dictionary of Quaker Biography" with an essentially American one, led the Library Committee, with the approval of the librarian at Woodbrooke, to decide to transfer the second copy to Haverford College.

William Bacon Evans (1875-1964), worked for many years on a "Dictionary of Quaker Biography," and that material was left to the Quaker Collection. In his introduction William Bacon Evans wrote that he attempted to select "members of the Society of Friends, called Quakers, who, whether in religion, education, science, art or industry, have made an outstanding contribution to life." He prepared biographical sketches of several thousand individuals, including many of the authors listed in Smith's *A Descriptive Catalogue of Friends Books* . . . , persons mentioned in Besse's *Collection of the Sufferings of the People Called Quakers*, Friends mentioned in the Memorials of the various American yearly meetings, notices in American Quaker periodicals, as well as many other references.

At present the work compiled by William Bacon Evans is being combined with the British "Dictionary of Quaker Biography." The Evans work was done in longhand, and now, as it is being typed, the typed original will be inserted into the copy of the British work at Haverford, and a carbon copy will be sent to London to be added to the set at Friends House. Duplicate entries in the two "Dictionaries" are being eliminated.

This means that in the near future both "Dictionaries" will be available in both countries, each of them benefiting from being combined with the other. Most of the entries, in both the British and the Evans "Dictionaries," list references, indicating not only the source of the entry, but the location of additional information. Scholars are free to consult the "Dictionary" in its present form, and the staff at the Quaker Collection will reply to reasonable requests for information contained in the work.

We have received \$1,500 for this work, and are making steady progress, but additional funds will be necessary before it can be completed.

Philadelphia Yearly Meeting has decided that the time has come to close the archival center at 302 Arch Street, and is prepared to divide the meeting records, historical papers and other archival material between the Friends Historical Library at Swarthmore College and the Quaker Collection.

The Committee on Custody of Records, a sub-committee of Representative Meeting, met several times during the year to consider the best way to deal with this matter. Once agreement had been reached, a proposal was sent to Representative Meeting which met with approval, and has since been ratified by the Yearly Meeting.

It was decided that Philadelphia Yearly Meeting should undertake the cost of microfilming all the records of meetings which are a part of the Yearly Meeting, and deposit a microfilm of the records in both the Haverford and Swarthmore libraries. This project would begin with the earliest records in 1681, include the records of both Arch Street and Race Street Yearly Meetings (1827-1955), and the records of the united Yearly Meeting since 1955.

All of the records and historical papers of Philadelphia Yearly Meeting (Arch) 1827-1955, will come to Haverford. In addition, the records of Philadelphia Yearly Meeting proper, before 1827 will also come to Haverford. Swarthmore will be the depository of the united Yearly Meeting after 1955. Other records and historical papers before 1827 will be divided after further consultation.

As the result of these decisions there will be microfilm copies of all meeting records of Philadelphia Friends, beginning in 1681, at both colleges, which will provide an extra margin of safety in case one or the other

of the libraries suffers damage or destruction. The papers of Philadelphia Yearly Meeting (Arch) will be at Haverford where family papers and other records of the members of that body are already stored in large numbers. The Friends Historical Library at Swarthmore has for some years been the repository for Philadelphia Yearly Meeting (Race).

The records of Philadelphia Yearly Meeting proper, beginning in 1681, will be at Haverford, associated with the records of Arch Street Friends, to 1955. The records of Race Street will be associated with the records of the united body after 1955. Thus the importance of both Quaker libraries will be recognized by the Yearly Meeting, and it is hoped that all Friends in the united Yearly Meeting will share an interest in both libraries.

The records coming to Haverford will go in the new vault which will be a part of the addition to the Treasure Room. Swarthmore is building a new library and will provide comparable facilities in that structure.

THE QUAKER COLLECTION has provided many services during the year to various organizations. An extensive display of records, pictures and other objects related to the Quaker concern for Indians was prepared for Philadelphia Yearly Meeting. This display has remained at the Arch Street meetinghouse for visitors to see during the year. Much time and effort was given to preparing pictures and other materials for the series of television programs on Quakers which were shown during the summer. Henry J. Cadbury narrated one of those programs and the curator another one. Nearly 800 duplicate books were given to other libraries during the year. One group of books was chosen for the new Friends World College in New York. McMaster University, in Hamilton, Ontario, selected several hundred volumes for a new collection in their library. Other books were sent to Earlham, Guilford, and Western Evangelical Seminary, which many Friends from Oregon Yearly Meeting attend. We continue to assist in the operation of the Friends Historical Association.

The Quaker Collection has benefited greatly from the support it receives from two foundations. The Thomas H. and Mary Williams Shoemaker Fund continues to make generous contributions each year to support the on-going work of the Collection. We appreciate the fact that the trustees of this Fund are willing to underwrite our efforts to preserve the history of the Society of Friends, in addition to lending support to many contemporary concerns. We believe it is a mistake to be buried in the past, and to refuse to face the present; but it is equally wrong to disdain the past, to reject it out of hand, and to embrace only those things which seem good and desirable today.

The substantial grant received from the Joseph R. Grundy Foundation in 1963 enabled us to purchase many unusual items during the year. The outstanding acquisition was a promotional broadside issued in 1683 to encourage settlement of Pennsylvania. Written by Thomas Paschall in January of that year, it was printed in London and distributed by John Bringhurst. Only three other copies of this broadside are known to exist in the United States. Since we already have several of the pieces of promotional literature issued by William Penn and others to advertise the "Holy Experiment," this broadside fills an important place in that collection.

The Library staff took an inventory of the books in the Quaker Collection during the summer, and we were gratified to learn that only 29 volumes were missing. One half of those books had been reported missing in earlier inventories and some of those have been replaced.

The pamphlet collection has continued to expand rapidly. As the librarian reports, we added 880 new pamphlets to the collection, in addition to many items added to serial listings and a number of clippings. This project has saved a great deal in time and money for the Library, and now that cards have been placed in the general catalog of the Library, the pamphlets are readily accessible to readers.

Our readers will be interested to learn that it was necessary to prepare nearly 200 cards while re-cataloging one volume in the Quaker Collection this year. Entitled: *Anabaptisticum et enthusiasticum pantheon . . .*, it was printed in Germany in 1702. Actually we have two variant copies of this volume which includes the reprinting of a number of religious tracts. Two special libraries, each holding a copy of one of these variants, have asked permission to reproduce the cataloging done here by Maria Kunyia, a cataloger in the main Library who specializes in European languages. One of the tracts was entitled: "Quaecker-Greuel," and that name might be applied to the task of cataloging this monumental work.

EDWIN B. BRONNER

Curator of the Quaker Collection

SPECIAL ACQUISITIONS

ADDITIONAL DIARIES of John Parrish (1730-1807), dated 1784-1805, were placed on permanent loan in the Quaker Collection by the American Catholic Historical Society of Philadelphia.

A collection of books and papers of Emma Cadbury (1875-1965) was given by her family.

Henry J. Cadbury gives many things to the Quaker Collection, and his outstanding gift of the current year was a tract by Richard Coppin (fl. 1646-1659), entitled, *A Man-Child Born of God Manifest in Flesh . . .* (London, 1654). William Penn referred to Coppin as one of the forerunners of the Quaker movement. Only one other copy of this pamphlet is known to exist in the United States.

A collection of the printed works of Emil Fuchs (1874-) and Alfons Paquet (1881-1944), two German Quaker authors, was given by John R. Cary '45.

Sketchbooks and other papers of Henry H. G. Sharpless, class of 1845, were given by Mrs. Nigel Chomeley-Jones.

Books and papers from the Comfort family and related families, were given by Howard Comfort and Edith Comfort Tatnall.

A collection of papers, pamphlets and manuscripts was given by Samuel and Clarissa B. Cooper, largely concerning Conservative Friends.

A number of books, in addition to the manuscript of the "Dictionary of Quaker Biography" described earlier, came from the family of William Bacon Evans.

We are making a serious effort to fill in the few gaps in our collection of the printed Minutes of Yearly Meetings, and received substantial assistance from Willard C. Heiss in this project as he provided us with several mid-western Minutes.

An important collection of papers of the Brown and Wistar families (1813-1915) was given by Agnes Brown Leach and Henry Goddard Leach, including papers of T. Wistar Brown.

A group of records and documents related to Egg Harbor Monthly Meeting, N. J., were given by Viola Marshall.

Wilmer G. Mason has given the Quaker Collection a number of photo-stats, microfilms, and other material bearing upon the Penn-Mead trial of 1670 and related subjects.

A collection of books came from the library of Sarah Emlen Moore, including the four volumes of Smith's *Catalogue of Friends' Books*. These volumes have been interleaved and rebound to be used as an important reference work.

Several letters, including some associated with the anti-slavery movement, were given by Irvin C. Poley '12.

The papers of Eli (1807-1891) and Sybil Jones (1808-1873), leading ministers and missionaries in the middle of the nineteenth century, were given by Mrs. George J. Wilenta and Mrs. Cony N. Webber. The aunt and uncle of Rufus M. Jones, they had a deep influence on him, and also on mid-western Friends.

Nancy Morris Wood has given another substantial collection of papers from the Morris family and related families.

The Minute Book of the Class of '92 at Haverford came to the College early in the year. Drawings by Maxfield Parrish '92 are included in the volume. We do not have a record of the donor, and would be glad to hear from him.

Notable purchases during the past year included the following:

A broadside issued by the Overseers of Friends schools in Philadelphia in 1795, entitled *Rules for the Good Government and Discipline of the Scholars*. . . . It called for "decent and respectful deportment," daily reading of the Scriptures, orderly behavior by the students at all times, the use of the plain language, and promised instant dismissal for non-compliance.

An important collection of the writings of Joseph Lancaster (1778-1838), the English Quaker educator who originated the monitorial system of teaching. We have already had several inquiries about these pamphlets.

The rare first edition of the volume by John Bartram (1699-1777), *Observations on the Inhabitants, Climate, Soil, Rivers, Productions, Animals and other Matters . . . on a Trip from Pensilvania [sic] . . . to Canada* (London, 1677).

An addition to our anti-Quakeriana collection, a tract by John Cheyney (fl. 1677), *Quakerism Subverted: Being a Further Discovery and Confutation of the Gross Errours of the Quakers* (London, 1677).

An illuminating letter written by John Wilbur (1774-1856) to his daughter in 1848 referring to the Wilburite separations.

Two letters written by John Bright (1811-1889), one dated February 22, 1865, and the other, January 8, 1849.

A group of papers, both printed and manuscript, about the visit of Seneca Indians to England in 1818. See article in *Friends Journal*, February 15, 1965.

A copy of the first edition of John Greenleaf Whittier's (1807-1892) *Legends of New England* (Hartford, Conn., 1831), but not the first issue.

Two Friends epistles were added to our very large collection. The epistle of the Meeting for Sufferings of London Yearly Meeting, dated 1751; and the epistle of Philadelphia Yearly Meeting of Women Friends to London Yearly Meeting, dated 1794.

A group of the letters of Anna Elizabeth Dickinson (1842-1932), Quaker-born author, orator and actress.

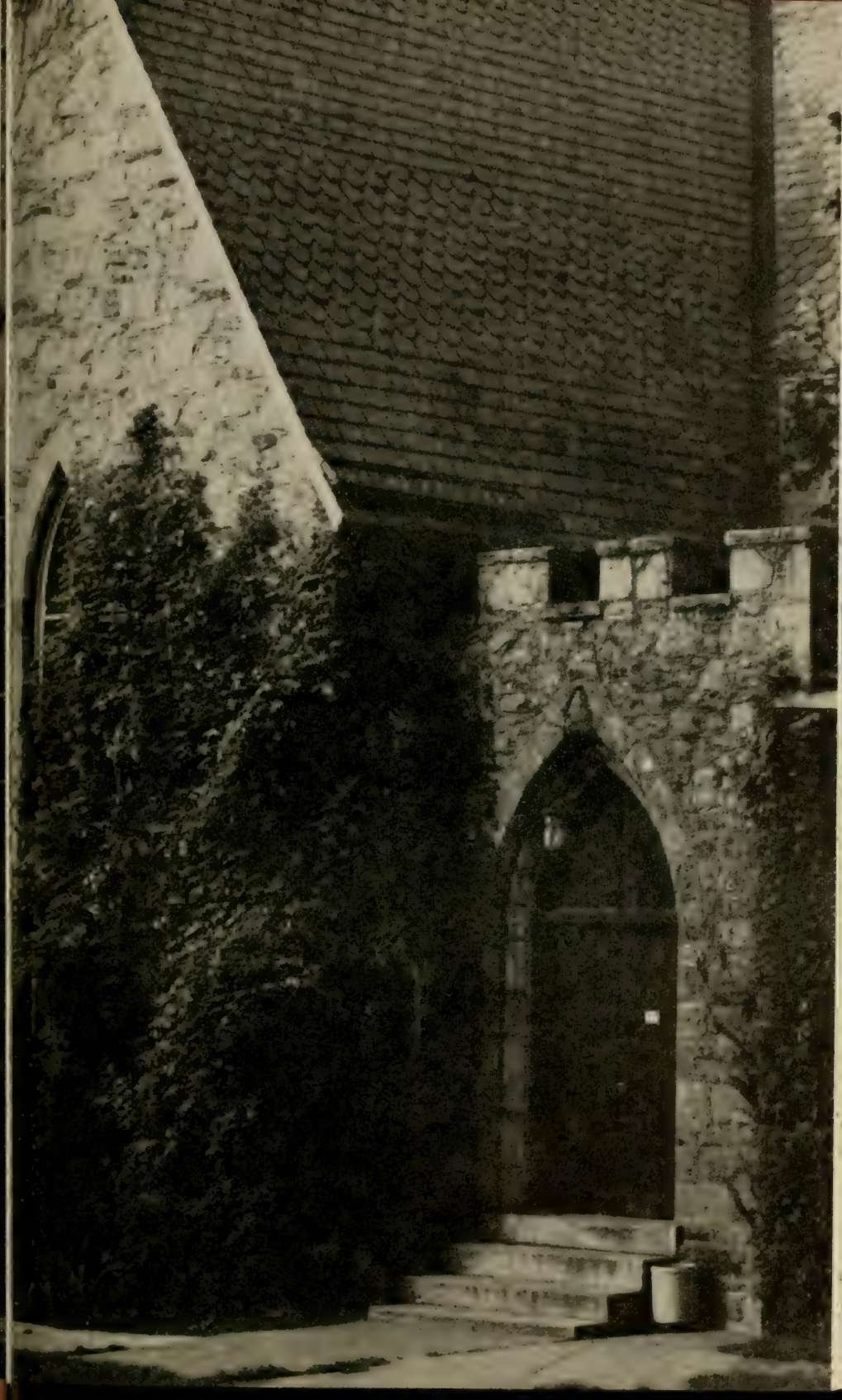
A letter written by Lindley Murray (1745-1826), Pennsylvania-born Quaker author of textbooks in England, defended the principle of reproducing the writings of others exactly, in contrast to the practice of tampering with or "improving" the writings of authors. (Dated April 13, 1789.)

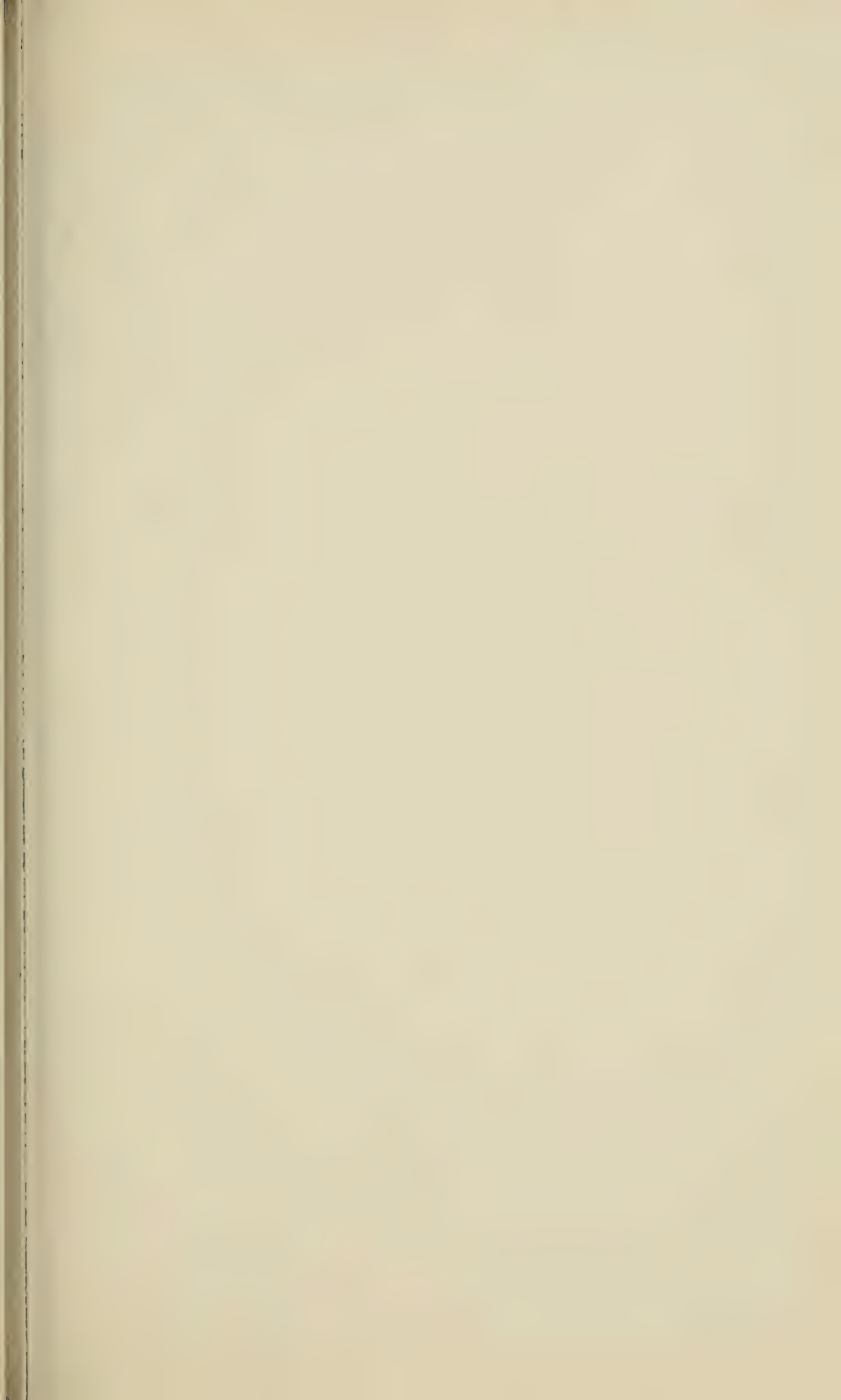
A photostat of the journal of James Emlen (1760-1798), written during his participation in the Indian conference at Canandaigua in 1794. He attended in company with William Savery, David Bacon and John Parrish.

The promotional pamphlet by Thomas Paschall (1634-1718) already mentioned.

LIST OF DONORS

AERICAN FRIENDS SERVICE COMMITTEE, Francis E. Bacon, W. Warder Bacon, Jr. '23, Whitfield J. Bell, Jr., Mrs. B. Franklin Blair, Hugh Borton '26, Pierre Bovet, Sarah W. Brinton, Edwin B. Bronner '47, Mr. and Mrs. B. G. Bronner, Estate of Emma Cadbury, Henry J. Cadbury '03, Lydia C. Cadbury and family, William Cadbury, John R. Cary '45, Mary Cary, C. Wilfred Conard, Samuel Cooper, Mrs. Spencer L. Coxe, Mr. and Mrs. Philip R. Dorn and Richard K. Dorn '48, J. Passmore Elkinton '08, Estate of William Bacon Evans, Rev. Bartholomew F. Fair, Stephen W. Fletcher, Bruce French '37, Friends Historical Library, Katherine Taylor Frysinger, Charles E. Gause '80, Louis Green, John F. Gummere '22, Herbert Hadley, Frank R. Hancock, Willard C. Heiss, George Norman Highley, Wayne E. Homan, Caroline N. Jacob, Dorothy Biddle James, Richard and Clementina Jenney, Mary Helen Jones, Mary Hoxie Jones, T. Canby Jones '42, Robert D. Keen, John D. Kenderdine '10, Katherine and Edwin B. Klein '47, Lake Erie Association of Friends Meetings and Lake Erie Yearly Meeting, Henry Goddard Leach and Agnes Brown Leach, Mr. and Mrs. Emanuel D. Lowenstein, Grace S. Lowry, Viola Marshall, Wilmer G. Mason, Seth W. Mattingly, Thomas N. Maytham, Ruth Huckins Miner, Sarah Moore, Elliston P. Morris '22, Howard S. Mott, Nantucket Maria Mitchell Association Library, University of Pennsylvania Library, Irvin C. Poley '12, Emma Ritchie, Mrs. Anna M. Rosengarten, E. N. Sampson, Schwenkfelder Library, Elmer L. Shaffer, Dr. Frederic C. Sharpless '00, Mrs. Kite Sharpless, Keith Smiley '32, William H. Snyder, William Thomas Stearn, Mrs. Hazel A. Stewart and Dorothy Z. Milhous, Edith Comfort Tatnall and Howard Comfort '24, Mildred C. Tatum, Betty Taylor, Elizabeth R. Taylor, Ruth R. Vail, E. Perot Walker, William Webb '13, Alice E. Whittelsey, Mrs. George J. Wilenta and Mrs. Cony N. Webber, Nancy Morris Wood. ☐







REPORTS

of the

PRESIDENT

and

TREASURER

& OFFICE OF DEVELOPMENT

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REPORTS OF THE PRESIDENT
AND TREASURER
AND OFFICE OF DEVELOPMENT

1964 - 1965

HAVERFORD COLLEGE

HAVERFORD, PA. 19041

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REPORT OF THE PRESIDENT
presented at the
Annual Meeting of the Corporation of
Haverford College
October 26, 1965

I am pleased to be able to report progress during the past year in two important respects as recommended in 1964 by the visiting team of the Middle States Association of Schools and Colleges. These are in the reorganization and strengthening of the College's administration and the development of more effective use of the faculty including less costly modes of teaching and more extensive inter-institutional co-operation among the three colleges of Bryn Mawr, Swarthmore, and Haverford.

In November, 1964, the Board of Managers approved the appointment of two new senior administrative associates to the president, a provost to be the second ranking administrative officer with special responsibility for academic affairs, and a vice-president for financial affairs in charge of the over-all business and financial problems at the College. Together with the vice-president for development, they would form a sort of presidential cabinet.

A thorough search was begun by two special Board committees for the best candidates for these new positions. In the meantime, I indicated to the Board of Managers my desire to return to my professional field of Japanese history after retirement and my interest in a terminal sabbatic leave for the academic year 1967-68 to enable me to bring my knowledge in the field up to date. As the Board most graciously approved of such leave, for which I wish to take this opportunity to thank them publicly, this means that I will have only two more years of active service at the College. Consequently, the Board approved of the appointment of a committee to conduct a search for the most suitable candidate to assume the presidency in 1967. Under these circumstances, it seemed wiser to appoint a member of the present faculty to serve as provost on a two year basis rather than to continue the search for someone on the outside. As you are already aware,

Dr. Louis C. Green, professor of astronomy, was appointed provost effective July 1, 1965. It is impossible for me to convey to you how fortunate we are in having his valuable services in this new position.

More than 30 candidates for vice-president of finance were carefully screened and several of them were interviewed at the College and by the selection committee. Unfortunately, a candidate with the qualifications which were considered essential for this position has not yet been found.

After 22 years of faithful service for which the College is deeply grateful, Aldo Caselli resigned in August, 1965, as business manager and comptroller. To help fill this vacancy, Charles W. Smith has been appointed comptroller for two years. A native of Grimsby, England, Charles Smith studied at Metropolitan College, St. Albans, England, and is a chartered accountant and chartered secretary. For the past two years he has been bursar of Makerere University College, Kampala, Uganda. He has just arrived from Africa and we are delighted to welcome him and his family to Haverford.

During the past three months, the operation of the business office has been under the able care of Lindsley Noble on a special interim appointment as director of business and financial affairs. Lindsley Noble is former deputy assistant postmaster general and comptroller of the Post Office Department. His experience, skill, patience, and energy have been invaluable to us. Finally, I would like to commend particularly all of the members of our staff in the residence halls, business and comptrollers office, and maintenance and operations who have continued to work faithfully and hard during these shifts in administrative personnel.

We are continuing to look for a vice-president of finance. In the meantime, we are profiting greatly from the new administrative positions already filled.

IN reference to the Middle States Committee's recommendation that ways be developed to make more effective use of the faculty, this is one of the most difficult problems facing higher education. In the first place, what is meant by "effective use?" For example, from the budgetary point of view, it might mean that the more instructional costs are reduced the more "effective" the faculty would appear to be. On the other hand, if considered in terms of the educational objectives of the College, namely, maintaining a high standard of academic performance within a broadly-based liberal arts curriculum, and stressing the importance of each student being considered and treated as an

individual, effective use of our faculty takes on quite a different meaning. It means in fact that the better our faculty, the more effective our educational program becomes. Consequently, the College is faced with the dilemma of keeping down costs and at the same time retaining our present excellent faculty or persuading new appointees to accept our offers by providing them with higher salaries, greater fringe benefits, lighter teaching loads or other inducements.

On the other hand, the stresses created by these two contrasting definitions of "effectiveness" has made the College more keenly aware than ever before that old and new avenues must be explored and used to improve our "effectiveness." This has resulted in developing more extensive cooperation between Bryn Mawr and Haverford. For example, the economics departments of both colleges needed a person who was trained especially in the rapidly developing new field of econometrics, the quantitative, statistical analysis of specific economic phenomena. As the members of both departments continued to meet together, they began planning the courses, major requirements for their majors, and faculty needs on an integrated basis. At the same time, each department realized it could not justify a request for a full-time econometrician, but that both colleges could profit from a single joint appointment in that subject. President Katharine McBride and I readily agreed with the request from our economists for such a joint appointment. Professor George Treyz, from Harvard University, has been appointed by the two colleges. Furthermore, as the result of this cooperative planning, for the first time, this year's catalogs of both colleges list jointly the faculty members, course offerings, and major requirements of their economics departments. As a result, we now refer to our economics departments as federated. This development is of great advantage to all concerned and we firmly believe that this will prove to be such an effective use of human resources that other departments will follow the same pattern. In this connection, the new provost has been spending a considerable amount of time talking with department chairmen and others at Bryn Mawr to explore new possibilities of federation. At the same time, departmental requests for additional faculty at Haverford are, even more than in the past, being considered in terms of the joint needs of the two colleges.

It is also anticipated that registrations in courses at Bryn Mawr by Haverford students and vice versa, as well as other aspects of two-college cooperation, will be greatly facilitated by the recent joint purchase of a bus to operate on a regular daily schedule between the two campuses.

ANOTHER important change to improve the effectiveness of Haverford's educational program was approved last year in the reduction by 10 percent of the total number of semester courses required for graduation from 40 to 36. We are convinced that this reduction in the number of required courses, effective this year, will facilitate the adjustment of lower classmen to college life by lessening the pressure on them. It will also give students more time for reflection and study in those subjects they do take and permit some of them to do additional work beyond that covered in their courses. As the English tutorials previously required of all freshmen are more demanding in faculty personnel than any other course in College, any reduction in the total sections required in this course reduces manpower needs proportionately. Consequently, the experiment of allowing some freshmen to substitute advanced English courses for these tutorials is in its second year. Both this fall and last, approximately 10 percent of the freshmen were permitted to substitute another course for their English tutorials.

Two other important and significant developments in the educational program should be noted. The first, which was approved by the faculty during the past year, is called the Academic Flexibility Program. Under this program, a special faculty committee is empowered, upon written requests from a student, to approve of exceptions to any of the academic regulations if it is believed a special program will promote the student's best intellectual development. Possible programs might include enrichment and independent study through an interdepartmental major or a special concentration on a particular subject. In some cases, it may be advisable for a student to graduate in less than eight semesters at Haverford, possibly in three years. For others, a "term away" may prove most profitable, while in exceptional cases it may be advisable to extend a student's undergraduate life beyond the normal four years. Thus the Academic Flexibility Program has been set up in recognition of the fact that different students have different needs, abilities and goals and as a means whereby such students can make the best use of Haverford's educational opportunities.

The College has just launched another exciting new experiment which is called the Broadening Opportunities Program. Under this program, graduates from other colleges who have shown unusual potential but who faced disadvantages in their undergraduate education, will take an extra year at Haverford, concentrating on the subject or subjects of their choice. It is anticipated that this extra year will supplement their former training and thus prepare them better for future

graduate and professional work. Thanks to scholarships provided by the Rockefeller Foundation and the Woodrow Wilson Foundation, seven post-baccalaureate students are participating in this program at Haverford and two additional ones at Bryn Mawr. The College is hopeful that this group will be only the first of many it will be able to serve in this way.

THE FACULTY

IN this day of ever-increasing scarcity of highly competent faculty of the type Haverford College has sought and will seek, the widely accepted axiom that the significance and importance of a college are determined more by the quality of its faculty than by any other factor takes on even greater significance. With new colleges being formed, the constantly increasing college student population which has now reached over 5,000,000, and each year a greater number of colleges and universities determined to improve their quality by appointing outstanding faculty members to their staffs at enticing salaries, Haverford is particularly vulnerable to these outside pressures. Nevertheless, the College has done surprisingly well in finding outstanding replacements when retirements or resignations make these necessary.

Three out of several examples which might be mentioned will have to suffice to illustrate this point. Last year, due to the resignation of Dr. Gerhard Spiegler, assistant professor of religion, to accept a challenging post at the Pacific School of Religion in Berkeley, California, we were forced to start a search for his successor. Although having taught at Haverford for only four years, his teaching ability, his scholarship, and his personal devotion to the highest ideals of the College were such that everyone regretted his leaving. We despaired of finding his equal to replace him. Nevertheless, Haverford College has a subtle way of leaving an unforgettable impact not just on its graduates but also on its faculty. As a consequence, and fortunately for us, I was in the enviable position last winter to ask the Board to approve the reappointment of Gerhard Spiegler to succeed himself after a year's absence. We are deeply grateful he is back with us again.

Another example of the College's having obtained an exceptionally well qualified replacement arose over the decision of Professor Francis Parker to accept, as of September, 1966, the chairmanship of the philosophy department at Purdue University. A highly honored and respected member of the faculty for 16 years and chairman of his department for two years, Purdue's gain is our great loss. We have

been singularly fortunate, however, in having obtained Richard J. Bernstein to replace Francis Parker both as professor of philosophy and chairman of the department. As you know, Professor Bernstein was considered an outstanding teacher at Yale University both by his students and many of his colleagues. When he became available for an appointment because of Yale's refusal to grant him tenure, we were thrilled to discover his interest in Haverford and his willingness to accept appointment with us beginning next year.

Philip Bell, professor of economics, who for the past two years has been on leave in Africa, has resigned as full-time professor of economics to become associate director of the Economic Opportunities Program of the Rockefeller Foundation. Yet his ties with Haverford have not been severed. He continues on part-time appointment as professor of economics and to live here. While we regret losing the services of former faculty, we are convinced that it is a fair and accurate measure of the College's stature that we are able to find replacements of the type noted above.

SINCE my last report, time has again taken its toll among members of the administration and faculty. As everyone close to the College knows, Dr. Archibald MacIntosh, vice-president of the College and director of admissions, retired on September 1, 1965, after 36 years of completely unselfish, devoted service. A graduate of the class of 1921, he became assistant to President William Wistar Comfort in 1930 and dean of freshmen in charge of admissions. Since then he has admitted nearly 4,000 Haverfordians. He served twice as acting president from 1945-46 and 1956-57. The College and those thousands he persuaded and permitted to attend it are ever in his debt. His position as director of admissions is most ably being filled by William Ambler who has had nine years' experience in our Admissions Office.

Professor Harry Pfund, professor of German, reached retirement age this year after 38 years of teaching. We are fortunate, however, that he has agreed to stay on with us for the current year.

Recognition of loyal service to the College should also be given to Louis J. Coursey, counselor and friend to students, faculty and administration. He retired in August, 1965, after working faithfully for 41 years in various capacities on our housing and grounds staff. Walter F. Volkert, foreman of our grounds, who devoted 29 years of his skill, knowledge, and strength to keeping the campus beautiful, also retired this past summer.

On February 7, 1965, the College lost a staunch friend and long-time faculty member through the death of Dean Putman Lockwood, emeritus librarian and professor of Latin. He was appointed in 1918 to teach classics and from 1921 to 1952 concurrently served as librarian. Thereafter, his interest and support of the library continued unabated through the Library Associates. On November 15, 1965, in celebration of the library's centennial, he delivered an illustrated lecture on "Haverford's Cathedral of Learning." True to his devotion to the College, he has left us his unique and invaluable personal library on Renaissance humanism consisting of over 3200 volumes. The College is deeply grateful for all he did as a teacher, scholar and librarian as well as for his recent generosity.

Our faculty continues to make outstanding contributions in the field of scholarship and to receive fellowships and awards indicative of their high capabilities. These include the publication of *The Colloquies of Erasmus*, translated by Professor Craig R. Thompson, the first complete English translation of this work since 1723 and the appearance of Professor Douglas Heath's *Exploration of Maturity: Studies of Mature and Immature College Men*. Among significant awards, Professor Fay Selove in physics received a Guggenheim Fellowship for study of spectroscopic parameters, Professor Paul Desjardins in philosophy received an American Council of Learned Societies Fellowship to study Plato in Japan and Professor Heath a National Institute of Health Fellowship to continue his work in maturity among students in Italy and Africa.

THE HAVERFORD STUDENT

THE academic year began with a total enrollment of 525 students, an increase as planned of approximately 25. The profile of the Haverford student body remains fairly constant in respect to such things as a high percentage of the graduating class planning to continue their studies in graduate or professional schools and an exceedingly large proportion of them receiving Woodrow Wilson Fellowships. In fact, an analysis of grants of the latter on a nationwide basis over the past decade, place Haverford and Reed College in close competition for first place. Although one year's statistics are not sufficient evidence to indicate a distinct change in this profile, it is gratifying to note that the class of 1965 had a much smaller rate of attrition (about 15%) than any other class in recent years. It is in marked contrast to the national average which is four times that amount.

Another new development is the broader geographical distribution of this year's freshmen. Nearly half of the class come from outside the Middle Atlantic States. Of special interest, however, is the fact that the proportion of members of the Society of Friends in the incoming class is 22 percent higher than that throughout the College last year. The class of 1969 also contains students from nine Quaker secondary schools, a notable increase over the past few years. In view of the fears of some that a large student body might dilute the proportion of Friends, it is satisfying to know that even with a large enrollment the proportion of Friends has increased.

As was clear from my previous report, Haverford students, like those throughout the country, have continued to reveal their share of what it has become fashionable to call "student unrest." Personally, I believe it is much more accurate and descriptive to refer to these developments as manifestations of what Max Lerner calls "the emergent man." All young people are confronted with the effects of mechanization and the impersonalization of society as a result of the new technology, the highly accelerated political and social changes which produce national and international problems of immense magnitude and which our existing institutions thus far have proved to be largely incapable of solving. In the background is the frustrating realization that we live in a world in which a constantly growing number of nations have a nuclear arsenal sufficient to annihilate mankind.

Confronted with these facts, any student body which does not show signs of unrest is living in a backwash, not in the main stream of the realities of this third quarter of the twentieth century. Any college or university which has as its ideal the propagation of acceptance of the status quo and contentment is not fulfilling its high calling. Our institutions of higher learning should bend their every effort to assure that the educational experience which each has to offer prepares its students to meet our contemporary revolutionary changes with new alertness, with a new ability to transcend these changes and to find imaginative solutions for the problems created by them. Otherwise, the present-day college student will concentrate his efforts on the destruction, at best, rejection of existing institutions.

THIS was the basic philosophy and point of view from which the College faced the problems last spring created by some of the students who openly challenged our requirement of compulsory attendance at Fifth Day Meeting. It should be emphasized at this point, that in making their protest the students insisted that they were not trying

to destroy Meeting but rather trying to make it a more significant experience. They claimed that Meeting lost its meaning for them because they were compelled to attend. My objections to this protest, which I made clear to the entire student body last spring and which they accepted, were to the methods employed, not to the objectives. There have been two significant results from these experiences. After a series of sessions last spring with concerned students, faculty and administrative officers, in order to improve the present situation in regards to Fifth Day Meeting, the College decided this fall to provide an alternative for some students. The following policy was adopted: "If an individual student, after having attended Meeting for an adequate number of times, is convinced that he can better fulfill in some other way the purpose of Meeting, he may present to the administration for its consideration his alternative plan which he as an individual believes will come closest to achieving the aims of the Meeting requirement." It is significant that thus far this term we have approved five sincere and constructive alternative plans while Fifth Day Meetings continue to be a significant experience for the rest.

PRESENT SUPPORT AND FUTURE PLANS

ALL of you are aware that institutions of higher learning are dependent more than ever on the financial support they receive for annual operating expenses through annual giving programs. It is particularly encouraging, therefore, to report that the gain of 20 percent in the amount of annual giving over the previous year was the largest ever experienced by the College. As indicated in the *Treasurer's Report*, the College is deeply grateful for this general support from alumni and friends of the College, and also for the generous capital grants and gifts from foundations and individuals received during the past year. The tremendous strides made by the special committee for expansion of the library, under the leadership of James P. Magill and with the professional guidance of Alfred R. Crawford, vice-president for development, which our librarian, Craig Thompson, is reporting, are also most heartening. The grant of nearly \$372,000 from the federal government for this project under the Academic Facilities Act brings the total funds available to a point where we can proceed with our construction schedule and speaks well for the future of the College.

While the entire report of Professor Edwin Bronner, curator of the Quaker Collection, is an exciting and encouraging account of renewed vitality in that part of our library, two items are significant

to warrant mention here. These are the contributions during the past year of the two T. Wistar Brown fellows and the decision of the Philadelphia Yearly Meeting covering the distribution of its records. As for the former, Professor Phillip Moulton, now at Adrian College, studied John Woolman, gave lectures in some classes, and read papers on Woolman at learned societies and, though not a Friend, took an active role in Haverford Meeting. T. Canby Jones, professor of religion at Wilmington College, did research on George Fox and worked with the Young Friends group on the campus.

As a result of action of the Philadelphia Yearly Meeting last spring, all of the records of the Philadelphia Yearly Meeting proper from 1681 to 1827 and the records and historical papers of Philadelphia Yearly Meeting (Arch) from 1827 to 1955 will come to the Haverford Quaker Collection. Swarthmore College will be the depository of the United Yearly Meeting after 1955. Microfilm copies of all of the records of the Meetings will be deposited in both libraries.

Finally, in relation to long-range planning, the Board has requested the architectural firm of Harbeson Hough Livingston and Larson to develop, on the basis of a preliminary program presented to them in the summer, a master plan for the most effective development and use of the campus for the future. The architect's plans are in a preliminary stage but when completed will up-date a plan made eight years ago and be of great assistance in making decisions in the future.

AT the same time, we have been devoting much time and effort on other specific major and minor projects to meet both the immediate and foreseeable needs and to improve the tone and quality of the College's communal life. Among the former is a projected campus center which will include new and adequate dining facilities. The new dormitory, an important improvement, which was under construction a year ago, was completed in February when 129 eager students moved to their new quarters. For a contemporary building, it is remarkably quiet and in other ways is proving to be an excellent facility. It is greatly appreciated by those students fortunate enough to live there. A temporary relief of over-crowding in the dining hall has resulted from the renovation of three rooms in the west end of Founders with a special serving area and a seating capacity of 86.

Before concluding this report, I should like to revert to the current pressures on institutions such as our own in retaining and recruiting faculty members of high quality so essential to achieving our basic purposes. There is also an important interrelationship of this problem

with our present and future faculty salary scale. Several new factors have complicated the problem in the last two years. In the first place, many institutions, both private and state supported, have decided that their paramount requirement is to improve the quality of the education they offer. Thus, while a few years ago Haverford competed with only a limited number of colleges and universities for faculty of superior quality, it now finds that an unexpectedly large number of colleges and universities offer our faculty flattering salaries, chairmanship of departments, and unlimited opportunity to develop the sort of department they desire. We are glad we have the sort of men and women which others seek, but this current movement complicates our problem. In the second place, as I predicted in my last report, our inability since 1963 to make significant increases in our over-all salaries while many other colleges and universities have done so, has placed us in a comparatively weaker position than previously.

While some of the criteria used by the Association of American University Professors in compiling their annual study on the "Economic Status of the Profession" may be open to question, their findings indicate significant comparative information which has a direct bearing on Haverford's position in relation to other colleges. This is particularly true in terms of the average compensation for full-time faculty paid by those colleges reporting. In these terms, three years ago Haverford was sixth among those institutions covered by the study. Two years ago, Haverford ranked 17th. Last year, it was surpassed by 23 other colleges and universities and fell between the 22nd and 27th position. It is the trend of our comparative status which I wish to emphasize and which can and must be reversed by faculty salary increases. Such a policy will require greater support from individual alumni and friends of the College and from corporations and foundations. It will necessitate a careful review by the College of its operating costs towards the end that new economies be effected where possible and consideration of the feasibility of higher charges at the College. These are challenging but not insurmountable problems for which solution must be found.

ON the other hand, I am quite optimistic about the future and am confident funds will be found to meet the College's needs. In the first place, despite general increased costs in all phases of the College's operations, the past year's deficit was some \$10,000 below that estimated in the budget and amounted to less than one percent of the total. Secondly, and more important, a year ago I spoke of the new momentum which the College was acquiring. I see on all sides indications that

this forward movement is increasing. Our applications for admissions have increased notably. Attendance at the two days of Alumni Council meetings last week increased by nearly 25 percent over 1964. Council members remarked on the new vitality they saw around them and the excitement they found in the classes they attended. New, enthusiastic Haverford alumni clubs are starting up in the Southwest, the Midwest and in the East. Alumni interest and support is on an ever higher plane. The student body is showing a greater enthusiasm for and pride in their College. The administrative officers and staff members have shown by their devoted service and hard work their loyalty to the institution. Faculty members, old and new alike, are enthusiastically seeking new ways to meet the daily challenges posed by their eager students. Finally, during the past year members of this Corporation, and particularly of the Board of Managers, have more than ever before made available to the College their substance, knowledge, wisdom, time, and strength. Some of the results of this united effort are obvious but many others are hidden in the composite which makes Haverford College the institution of which we can be so proud. As these trends continue, its future must be both bright and secure. □

HUGH BORTON,
PRESIDENT

STATISTICS FOR REPORT OF THE PRESIDENT 1964-1965

ENROLLMENT

Fall Semester, 1961	457
Spring Semester, 1962	443
Fall Semester, 1962	463
Spring Semester, 1963	450
Fall Semester, 1963	474
Spring Semester, 1964	458
Fall Semester, 1964	497
Spring Semester, 1965	491
Fall Semester, 1965	524
<i>Undergraduate Students</i>	509
<i>Graduate, Special, Post-Baccalaureate</i>	15

COMPOSITION OF THE STUDENT BODY, FALL SEMESTER, 1965

The student body represents 40 states and the following foreign countries: Canada, Chile, England, Germany, India, Italy, Japan, Lebanon, Netherlands, Antilles, Nigeria, Santo Domingo, and Saudi Arabia.

Students who are members of the Society of Friends number 39, or 7.7% of the undergraduate student body; and 55 students, or 10.8% of the undergraduate student body, are sons of Alumni.

REGISTRATION IN ACADEMIC COURSES

<i>Department</i>	<i>Registration (Fall & Spring Semesters)</i>									
	Fall, 1965	64-65	63-64	62-63	61-62	60-61	59-60	58-59	57-58	
Astronomy	70	117	145	4	136	105	85	74	56	
Biblical Lit.										
(Religion) ..						92	103	132	78	
Biology	143	249	227	226	192	205	219	266	234	
Chemistry	118	249	241	256	235	234	289	268	279	
Classics	122*	188	331	209	113	141	108	(Gr. & Lat.)		

*Add to this figure Haverford students in our courses at Bryn Mawr (see below).

Department	Registration (Fall & Spring Semesters)								
	Fall, 1965	64-65	63-64	62-63	61-62	60-61	59-60	58-59	57-58
Economics	123*	203	223	233	241	280	255	271	269
Engineering . . .	13	46	34	43	47	58	46	43	64
English	308	656	575	644	611	701	609	650	700
French	73	140	159	230	217	197	162	220	245
German	149	338	284	245	220	268	217	246	206
Greek (Classics)								39	27
History	256	462	340	337	429	260	300	283	269
History of Art..	19	59	43	39	91	71	65	50	56
Latin (Classics).								28	44
Mathematics . .	149	280	329	303	348	344	345	333	330
Music	58	145	136	142	115	138	95	90	64
Philosophy . . .	103	388	353	362	340	431	394	351	306
Physics	99	171	156	159	148	145	197	206	192
Political Science	149*	307	230	297	309	285	302	248	297
Psychology . . .	134	265	217	205	165	164	160	149	286
Religion	99	164	110	123	94	(formerly Bib. Lit.)			
Russian	34*	46	52	43	43	52	72	48	16
Sociology	84*	146	157	155	174	210	205	243	172
Spanish	69	95	103	111	84	78	84	70	85

General Courses

Asian Studies . .					12				
E. Asian Studies (now History 37-38)									60
Humanities . . .	60	105	137	124	117	105	110	135	139
Physical Science			50		51	41	33	20	30
Social Science . .		13							

HAVERFORD STUDENTS IN OUTSIDE COURSES—FALL 1965

BRYN MAWR COLLEGE

Anthropology	8
Chemistry	4
Classical Archeology	2
Economics (incl. students in our courses #21(7), #25(7), #27(6)	20

*Add to this figure Haverford students in our courses at Bryn Mawr.

Education	1
English	11
French	4
Geology	3
German	1
Greek	2
History	5
History of Art	10
Interdepartmental (incl. 7 students in our Econ. #31)	8
Italian	2
Latin (our Classics #23)	5
Mathematics	1
Music	3
Philosophy	3
Political Science (incl. 1 student in our #41)	2
Psychology	2
Russian (incl. 5 students in our #21) ..	11
Sociology (incl. 10 students in our #49)	11
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	119

UNIVERSITY OF PENNSYLVANIA

English	1
German	1
Russian	1
Scandinavian	2
	<hr/>
	5

OUTSIDE REGISTRATIONS AT HAVERFORD—FALL 1965

BRYN MAWR COLLEGE

Astronomy	3
Biology	5
Classics	3
Economics	11
English	5

French	5
German	13
History	20
History of Art	2
Humanities	2
Mathematics	3
Music	2
Political Science	6
Psychology	13
Religion	4
Russian	13
Sociology	7
Spanish	6
	<hr/>
	123

SWARTHMORE COLLEGE

History	1
Sociology	1
	<hr/>
	2

DEGREES AWARDED JUNE 4, 1965—BY DEPARTMENT

Biology	6	Mathematics	3
Chemistry	8	Music	3
Classics	6	Philosophy	8
Economics	5½	Physics	4
Engineering	3	Political Science	7
English	20	Psychology	9
French	1	Religion	4
Geology	1	Russian	4
German	4	Sociology	7
History	8	Spanish	1½

Bachelors of Arts 108

Bachelors of Science 5

Total Degrees Awarded

113

MRS. VIRGINIA KLINE
REGISTRAR

COLLEGE VISITORS

1964-65

Collection Speakers

William O. Arrowsmith, professor of classical languages, University of Texas,
Phi Beta Kappa Visiting Scholar

Douglas Borgstedt, political cartoonist

Hugh Borton, president, Haverford College

Paddy Chayefsky, author and playwright

Benjamin Chinitz, professor of economics, University of Pittsburgh

John L. Cobbs, student, Haverford College

Spencer Coxe, executive director, Greater Philadelphia Branch, American
Civil Liberties Union

Barrows Dunham, author and philosopher

English Consort of Viols

William A. Fowler, professor of physics, California Institute of Technology

Boris Goldofsky, musician and opera authority

Kenneth W. Greenawalt, attorney

Richard Griffith, curator, film library, Museum of Modern Art

Ernest Gruening, U.S. Senator from Alaska

Haverford Music Department

James Higgins, assistant editor, *York Gazette and Daily*

Charles J. Hitch, Assistant Secretary of Defense

Walter Kelly, political cartoonist

Anthony Kooiker, lecturer in music, Haverford College

Paul Mattick, student, Haverford College

James H. Robinson, director, Operation Crossroads Africa, Inc.

Douglas V. Steere, T. Wistar Brown professor of philosophy, emeritus,
Haverford College

George W. Taylor, Harnwell professor of industry, University of Pennsylvania

Theodore Wertime, editor, *Forum*, Voice of America

Departmental and General Visitors

****Meyer H. Abrams, professor of English, Cornell University

†††Alard String Quartet

Horace Alwyne, pianist

*Eugenie Anderson, former U.S. Ambassador to Denmark and American Minister to Bulgaria

*Christian B. Anfinsen, chief, Laboratory of Chemical Biology, National Institutes of Health

William O. Arrowsmith, professor of classical languages, University of Texas, Phi Beta Kappa Visiting Scholar

†††Allen Barker, pianist

*Paul Berg, professor of biochemistry, Stanford University

Ludwig Biermann, director, Max Planck Institute for Astrophysics, Munich

Bernhard Blume, Kuno Francke professor of German art and culture, Harvard University

†Boston Opera Players

*Kenneth Boulding, professor of economics, University of Michigan

William G. Carleton, professor of political science, emeritus, University of Florida

John B. Carmen, assistant professor, Harvard Divinity School

*Britton Chance, professor of biophysics, University of Pennsylvania

†Circle in the Square Theater Co.

*Kenneth Clark, professor of psychology, City College of New York

*Mamie Clark, director, Northside Center for Child Development, New York City

*G. M. Clemence, former president, American Astronomical Society

**Maurice B. Cramer, professor of English, Pennsylvania State University

*Vladimir Dedijer, professor of modern history, University of Belgrade

***Peter Demetz, professor of German and comparative literature, Yale University

*Armin J. Deutsch, astronomer, Mt. Wilson & Palomar Observatories

*Morton Deutsch, professor of social psychology, Columbia University

*Howard M. Dintzis, professor of biophysics, The John Hopkins University

Norman Dorsen, professor of law, New York University Law School, and
director, Arthur Garfield Hays Center for the Study of Civil Liberties

*Samuel Eilenberg, professor of mathematics, Columbia University

*William Estes, professor of psychology, Stanford University

*George B. Field, associate professor of astrophysical sciences, Princeton University

Kurt Fischer, visiting assistant professor of philosophy, Harvard University

*W. A. Fowler, professor of physics, California Institute of Technology

Umberto Gabbi, violinist

Vittorio Gassman, Italian actor

K. M. George, secretary, Indian National Academy of Letters

Sylvia Glickman, pianist

*Marvin L. Goldberger, Eugene Higgins professor of theoretical physics, Princeton
University

Peter Havas, professor of physics, Temple University

††John H. Hick, Stuart professor of English, Pennsylvania State University

*Friederich Hirzebruch, professor of mathematics, University of Bonn

*Charles J. Hitch, assistant Secretary of Defense

*Rollin D. Hotchkiss, professor of cellular biology, Rockefeller Institute

H. Stuart Hughes, professor of history, Harvard University

*Elmore Jackson, special assistant for United Nations Planning to the Assistant
Secretary of State for International Organizational Affairs

Agi Jambor, pianist

*Harry J. Jerison, professor of psychology, Antioch College

*W. F. Libby, professor of chemistry, University of California (San Diego)

M. Pierre Mali, chairman, modern language department, Rockland County Day
School, Congers, N.Y.

Bernard Marcus, international representative, Teamsters Union

*Clement Markert, professor of biology, The Johns Hopkins University

*David McClelland, professor of social relations, Harvard University

John J. McCloy, diplomat and former chairman of board, Chase Manhattan Bank

David C. Melnicoff, vice president, Federal Reserve Bank of Philadelphia

MIT Symphony Orchestra

Bruce Morgan, professor of religion, Amherst College

***George Mosse, professor of history, University of Wisconsin

†Gerry Mulligan Quartet

†Odetta, folk singer

Joseph Owens, C.Ss.R., professor of philosophy, Pontifical Institute of Medieval Studies, University of Toronto

Adam M. Parry, associate professor of philosophy, Yale University

Gerard R. Pomerat, associate director, Rockefeller Foundation

Rev. Ralph B. Potter, member, United Presbyterian Board of Christian Education

K. L. S. Rao, doctoral fellow, Center for Study of World Religions, Harvard University

*Anatol Rapoport, professor of mathematical biology, Mental Health Research Institute, University of Michigan

Amelie Rorty, assistant professor of philosophy, Douglass College, Rutgers University

Sarah Lawrence Chorus

*J. Robert Schrieffer, Mary Amanda Wood professor of physics, University of Pennsylvania

Anton Schwertfeger, E. I. du Pont de Nemours & Co.

Stuart M. Sessoms, deputy director, National Institutes of Health

Shipley School Chorus

*S. J. Singer, professor of biology, University of California (San Diego)

Frederick C. Shorter, assistant professor of economics, Princeton University

*Edwin Spanier, professor of mathematics, University of California (Berkeley)

*Donald Spencer, professor of mathematics, Stanford University

*Bengt G. Stromgren, professor of sociology, Institute for Advanced Study

†"That Was The Week That Was," English cast of tv show

*Melvin Tumin, professor of sociology & anthropology, Princeton University

†††Lois Wann, oboist

Willis D. Weatherford, Jr., chief, Division of Volunteer Assistance, U.S. Office
of Economic Opportunity

*Graham Webster, F.S.A., senior tutor in archacology, University of Birmingham
(England)

***Paul Weiss, Sterling professor of philosophy, Yale University

Wheaton College Glee Club

*E. Bright Wilson, Jr., T. W. Richard professor of chemistry, Harvard University

*Philips Visitor

**Shipley Lecturer

***Rhoads Lecturer

****Scholar in the Humanities Lecturer

†Art Series

††Mary Farnum Brown Library Lecturer

†††Friends of Music

MORRIS INFIRMARY

1964-65

House Patients

Upper respiratory infections	13	
Gastro-intestinal infections	9	
Infectious mononucleosis	5	
Measles	1	
Chicken pox	1	
Appendicitis	2	
Fractures	3	
Miscellaneous	17	
Total house patients		51
Number of days: 157		

Dispensary Patients

Upper respiratory infections	1134	
Gastro-intestinal infections	140	
Influenza vaccines	325	
Other vaccines	119	
Allergy immunizations	100	
Miscellaneous	1555	
Total dispensary patients	3373	
Total patients		3424

Specialties included in above report

Fractures	
Nose	3
Leg	1
Arm (one, both radial heads)	2
Finger	2
Tooth	1
Tooth chipped	3
Toe	1

Hospital cases	
Brain concussion	3
Tendon repair	1
Appendectomy	4
Suture cases	20
Sprained ankle	26
Knee injuries	9
Back strain	6
Shoulder injuries	3
Contusions and sprains	12
Dog bites	3
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	100

WILLIAM W. LANDER, M.D.

PUBLICATIONS AND ACTIVITIES OF THE FACULTY

1964-65

ANDERSON, CHARLOTTE M.

Books: with Cecil Wood and Wolf Taraba, *Structural German*, Gilbert Publishing Co., 1965.

ASHMEAD, JOHN, JR.

Parts of Books: "Don't Nobody Move!" *American Studies in Transition*, University of Pennsylvania Press, pp. 67-82, 1964.

"The English Essay Test," *Trial by Essay: Test or Pest* (pamphlet), College Council on English Series, New York, N. Y., pp. 6-17, 1964.

"Whitman's Wintry Locomotive, Export Model," *On Teaching English to Speakers of Other Languages*, National Council of Teachers of English, pp. 154-158, 1965.

Editorial Work: Asia Society anthology of modern Indian fiction.

Lectures: "New Methods of Literary and Linguistic Research," Banaras Hindu University English Department Club, Varanasi, India, Aug. 21, 1964; "New Research Methods in the Humanities," Kashi Vidya Peeth University, Varanasi, Sept. 25, 1964; "Greetings from the Author's Guild of America to Indian Writers," annual meeting Indian P.E.N., Lucknow, Oct. 12, 1964; "Problems of the Novelist in America" and "Colonial Art and Literature in America," Panjab University, Chandigarh, Oct. 14, 1964; "Linguistic Prosody in Whitman's 'Lilacs,'" Panjab University, Chandigarh, Oct. 15, 1964; "Emergence of the National Economy and its Effect on American Literature" and "The Greek and Gothic Revivals in American Art and Literature," Panjab University, Chandigarh, Oct. 16, 1964; "American Realism and Naturalism" and "American Modernist Trends," Panjab University, Chandigarh, Oct. 17, 1964; "New Research Methods in the Humanities," Panjab University, Chandigarh, Oct. 19, 1964; "Some Inter-relations of American Art and Literature," Punjabi University, Patiala, Oct. 21, 1964; "The Influence of American Technology on American Literature in the 19th Century," Punjabi University, Patiala, Oct. 22, "American Literature and Technology" and "Linguistic Prosody in Whitman's 'Lilacs,'" Government College, Ludhiana, Oct. 24, 1964; "American Art and Literature, 1861-1913" and "The Problems of the Novelist in America," Government College, Ludhiana, Oct. 26, 1964; "The American Gothic and Romantic Movements

in Art and Literature" and "American Realism in Art and Literature," Rajasthan University, Jaipur, Oct. 28, 1964; "American Naturalism in Art and Literature" and "American Modernist Trends," Rajasthan University, Jaipur, Oct. 29, 1964; "Problems of the Novelist in America" and "Mark Twain's *Huckleberry Finn*," Rajasthan University, Jaipur, Oct. 30, 1964; "The Techniques of the Modern Novelist," English Literature Association, Jamal Mohamed College, Trichy, Nov. 18, 1964; "American Technology and its Influence on Whitman," Seethalakshmi Ramaswami College for Women, Trichy, Nov. 18, 1964; "American Literature and Technology," St. Joseph's College, Trichy, Nov. 20, 1964; "The Sounds of Whitman in 'Lilacs'," National College and Holy Cross College, Trichy, Nov. 20, 1964; "Contemporary Trends in Modern American Art and Literature," the Five Colleges of Trichy, Nov. 21, 1964; "The Most Recent Trends in American Art and Literature," Annamalai University, Chidambaram, Nov. 23, 1964; "Linguistic Prosody in Whitman's 'Lilacs'," Annamalai University, Chidambaram, Nov. 24, 1964; "New Techniques in Fiction Writing in America," Annamalai University, Chidambaram, Nov. 25, 1964; "Literature and Technology in America," Annamalai University, Chidambaram, Nov. 26, 1964; "*Huckleberry Finn* as America's Greatest Novel," Madras Christian College, Tambaram, Nov. 27, 1964; "American Literature and Technology" and "Modern American Art and Literature," Madras Christian College, Tambaram, Nov. 30, 1964; "Modern American Writing," Sahitya Akademi (Indian Writers Association), Madras, Dec. 1, 1964; "The Modern Movement in American Art and Literature from 1913 to Pop Art and the Beatniks," Banaras Hindu University, USIS Seminar on America, Dec. 9, 1964; "Linguistics and International Tensions," Banaras Hindu University, United Nations Students Association, Dec. 15, 1964; "O Dear, What Can the Matter Be; or English Language Teaching in India," All India English Teachers Annual Conference, Aligarh Muslim University, Aligarh, Dec. 30, 1964; "The Problems and Techniques of the Modern Novelist," Jodhpur University, Jodhpur, Jan. 4, 1965; "New Research Methods in the Humanities" and "Realism and Naturalism in American Art and Literature," Jodhpur University, Jodhpur, Jan. 5, 1965; "The Interaction of American Art and Technology" and "Modern Art and Literature in America," Jodhpur University, Jodhpur, Jan. 6, 1965; "What Went into the Making of *Huckleberry Finn*" and "Art and Literature of the Colonies and the New Republic," Maharaja Bhupal College, Udaipur University, Jan. 8, 1965; "Realism and Naturalism in American Art and Literature" and "Linguistic Prosody in Whitman's 'Lilacs'," Maharaja Bhupal College, Udaipur University, Jan. 9, 1965; "The Modern Movement in American Art and Literature," Maharaja Bhupal College, Udaipur University, Jan. 10, 1965; "Art and Literature of the Colonies and the New Republic," Indore Christian College, Indore University, Indore, Jan. 12, 1965; "Phonological Analysis of Whitman's 'Lilacs'," Government Arts College, Indore University, Indore, Jan. 12, 1965; "Realism and Naturalism in American Art and Literature," Indore Christian College, Indore, Jan. 13, 1965; "The Modern Movement in American Art and Literature," Indore Christian College, Indore, Jan. 14, 1965; "Problems of the Novelist," Government Arts College, Indore,

Jan. 14, 1965; "New Phonological Methods in the Study of Whitman's Poetry" and "Continuing Trends in Modern American Literature and Art," American Studies Research Center Symposium, Hyderabad, Jan. 30, 1965; "American Literature and Art from the Beginnings to 1913" and "Problems of the Novelist," Gujarati University, Ahmedabad, Mar. 2, 1965; "Linguistic Analysis of Whitman's Poetry," "American Literature and Art from 1913 to the Present," Gujarati University, Ahmedabad, Mar. 3, 1965; "American Writing Today," Gujarati Writers' Association, Ahmedabad, Mar. 3, 1965; "American Writing Today," Bombay P.E.N. All India Centre, Mar. 5, 1965; "Modern American Literature and Art," University of Poona, English Department, Poona, Mar. 8, 1965; "Modern American Literature and Art," Indo-American Society, Calcutta, June 17, 1965; "Whitman's Wintry Locomotive," Indo-American Society, Calcutta, June 18, 1965; "The Computer Revolution in America," "American Negro Literature and Indo-Anglian Literature," All India Radio, Calcutta, June 1965.

Vice president, School and College Conference on English.

ASENSIO, MANUEL J.

Visiting lecturer, graduate course, the Spanish School, Middlebury College, Middlebury, Vt., 1964.

Visiting lecturer, graduate course, University of Pennsylvania, Philadelphia, Pa., 1964.

BELL, PHILIP W.

Books: editor, Vol. I, "Ends, Means and Constraints"; Vol. II, "Production, Consumption and Work" (Books I and II); with Katharine H. Bell, Vol. III, "Growth and Change: Basic Determinants"; with Katharine H. Bell, Vol. IV, "Growth and Change: Planning," *African Economic Problems*, Oxford University Press, Nairobi, Kenya.

Editorial Work: general editor, eight-volume series on economic problems, for African students, four mimeographed, four being published by Oxford University Press, Nairobi, Kenya.

Lectures: "Trade, Aid and Development," third conference on Planning, University of East Africa, Dar es Salaam, Tanzania, September 1965; "The East African Common Market: A Position Paper," East African Academy of Science, Nairobi, Kenya, February 1965.

Dean of faculty of social sciences, Makerere University College, Kampala, Uganda, 1964-65.

Administrative representative of the Rockefeller Foundation in East and Central Africa, 1963-65.

Consultant, Ministry of Commerce, Uganda Government, 1963-65.

BENHAM, THOMAS A.

Editorial Work: Editor and director, *Science for the Blind*.

Lectures: "Radio Astronomy," Villanova Astronomical Society, Villanova University, Villanova, Pa., Nov. 9, 1964.

Assisted in preparation of exhibit, *Enlightenment for the Blind*, for the National Aeronautics and Space Administration.

Board member and vice president, Pennsylvania Working Home and Philadelphia Association for the Blind.

Fellow, Institute of Electronic and Electrical Engineers.

Principal investigator, Research on Travel Aids for the Blind.

Haverford College I.E.E.E. representative.

Member, Committee for Research on Problems Associated with Blindness.

Member, Governor's Committee on Employment of the Handicapped.

Chairman, committee for selection of books on the physical sciences for the blind—Library of Congress.

Continued activity in study of space communications and tracking.

Secretary, group on engineering in medicine and biology of the Institute of Electrical and Electronics Engineers, Philadelphia section.

BORTON, HUGH

Booklet: with members of the Working Party on China Policy of the American Friends Service Committee, *A New China Policy—Some Quaker Proposals*, Yale University Press, New Haven, Conn., 1965.

Articles: "Student Freedom—and Responsibility," *Sunday Bulletin*, Philadelphia, Pa., May 9, 1965.

Lectures: "Preparation for the Occupation of Japan," American Historical Association, Washington, D. C., Dec. 29, 1964; "Closing Remarks," Japan International Christian University Foundation, Roosevelt Hotel, New York, N. Y., Jan. 22, 1965; "Academic Freedom and the Committed Student," National Association of Student Personnel Administrators, Washington, D. C., Apr. 5, 1965.

Vice president, trustee, Japan Society Inc., Japan International Christian University Foundation.

Member, National Review Board, East-West Center, Hawaii.

Member, Executive Committee, Foundation for Independent Colleges.

Member, China Approach Committee of American Friends Service Committee.

Member, Friends Prison Service Committee.

BRONNER, EDWIN B.

Parts of Books: "Summary of the Ninth Meeting," *Creative Centre of Quakerism*, Friends World Committee, Birmingham, England, pp. 102-109, 1965.

Articles: "Friends Colleges Expand Library Facilities," *Quaker History*, Vol. 53, No. 1, pp. 3-5, spring 1964.

"A 'No' to Amending the U.S. Constitution," *Quaker Life*, Series V, No. 7, pp. 200-202, July 1964.

"And When Thou Prayest . . .," *Friends Journal*, Vol. 10, No. 13, pp. 295-296, July 1, 1964.

"The Distinctive Flavor of F.W.C.C. Meetings, 1955-64," *Friends World News*, No. 74, pp. 94-95, December 1964.

"Hannah Kilham Rediscovered," *Friends Journal*, Vol. 11, No. 1, pp. 8-9, Jan. 1, 1965.

"Indian Deed for Petty's Island, 1678," *Pennsylvania Magazine of History and Biography*, Vol. 89, No. 1, pp. 111-114, January 1965.

"Religious Society of Friends," *Encyclopedia Britannica Book of the Year*, p. 701, 1965.

"Dictionary of Quaker Biography," *Quaker History*, Vol. 54, No. 1, p. 45, spring, 1965.

Editorial Work: "Articles in Quaker Periodicals," *Quaker History*; Editorial board, *American Journal of Legal History*.

Lectures: "Summary of the Ninth Meeting," Friends World Committee for Consultation, Waterford, Ireland, July 29, 1964; "American Quakerism Today," Quaker Pilgrimage program, Kendal, England, Aug. 11, 1964; "The Manuscript Collections of Haverford College," Haverford Township Historical Society, Nov. 2, 1964; "Non-Violence in Colonial Pennsylvania," Pennsylvania Institute of Life and Culture, June 23, 1965; Talks on Quaker subjects at Radnor Meeting, Haverford Meeting, and for the North Carolina Young Friends.

Chairman, Program Committee, Pennsylvania Historical Association, 1964.

Member, Consultative Council, Conference on Peace Research in History.

Director, Friends Historical Association.

Chairman, International Centers Committee; member of other committees of the American Friends Service Committee.

Vice chairman, Friends World Committee, American Section, and chairman of two sub-committees.

Chairman, 1967 Friends World Conference Committee, American Section, and chairman of the Executive Committee.

Member, several committees of Philadelphia Yearly Meeting.

Member, Main Line Ecumenical Council.

Member, Board of Directors, Pendle Hill.

BURNHAM, WALTER DEAN

Articles: "Democracy and the Court," *The Commonweal*, Vol. 80, No. 17, pp. 499-503, July 24, 1964.

"The Goldwaterite Revolution," *The Commonweal*, Vol. 80, No. 18, pp. 531-535, Aug. 7, 1964.

"The Alabama Senatorial Election of 1962; Return of Interparty Competition," *Journal of Politics*, Vol. 26, pp. 798-829, November 1964.

"Recovering from Barry," *The Commonweal*, Vol. 81, No. 10, pp. 319-322, Nov. 27, 1964.

"Back to the Drawing Board," *The Commonweal*, Vol. 81, No. 25, pp. 780-782, Mar. 19, 1965.

"The Changing Shape of the American Political Universe," *American Political Science Review*, Vol. 59, pp. 1-28, March 1965.

Preparation of comprehensive reapportionment plan for both houses of the Pennsylvania General Assembly and for Pennsylvania congressional districts, following the guidelines of the Supreme Court's decision in *Reynolds vs. Sims* (1964).

BUTMAN, ROBERT H.

Articles: "A Fuss with a Difference," *Haverford Horizons*, Vol. 6, No. 3, pp. 10-11, spring, 1965.

Editorial Work: Researched CBS television show, *The Miners' Story*, first shown, WCAU-TV, March 26, 1965.

Lectures: "Aspects of Drama," The Greater Philadelphia Association of Teachers of English, St. Joseph's College, Philadelphia, Pa., Sept. 21, 1964; "Jane Austen," The Baldwin School, Bryn Mawr, Pa., Feb. 24, 1965; "Explorations into the Mind of William Shakespeare," The Philosophy Club, Trinity College, Hartford, Conn., May 20, 1965.

Director, "Readings from Various Poets," Hathaway Shakespeare Club, Philadelphia, Jan. 8, 1965.

Director, "Readings from Shakespeare," The Octave Club, Norristown, Pa., Jan. 22, 1965.

Director, "Antony and Cleopatra," by Shakespeare, The University of Pennsylvania, Feb. 12, 13, 1965.

Director, "The Ear of Vincent Van Gogh," by James Bridie, The Arts Forum, Haverford, April 19, 1965.

CADBURY, WILLIAM E., JR.

Lectures: "Evolution of Education of the Student Before Entering Medical School," Conference for Foreign Scholars in the Medical Sciences, Charlottesville, Va., June 13, 1965.

Member, Committee in Charge of Westtown School.

Member, Board of Directors, Main Line Council on Alcoholism.

Chairman, College Committee on Outstanding Students.

Consultant: Knox Seminars in Educational Management; Tougaloo College, Tougaloo, Miss.; Miles College, Birmingham, Ala.; St. Andrew's Presbyterian College, Laurinburg, N. C.; Bethune-Cookman College, Daytona Beach, Fla.

CARY, JOHN R.

Reviews: Joachim Remak, "The Gentle Critic: Theodor Fontane and German Politics, 1848-1898," *Modern Language Quarterly*, Vol. 25, No. 4, pp. 499-501, December, 1964.

Editorial Work: Member, Committee of Critics, *Bibliography of German Culture*, Publications of the Modern Language Association of America, Vol. 79, No. 4, Part 2, pp. 19-26.

Member, Board of Managers, Pendle Hill.

Member, School Committee, Haverford Friends Meeting.

CHESICK, JOHN P.

Articles: "The Kinetics of the Thermal Isomerization of 1,3 Dimethylbicyclobutane," *Journal of Physical Chemistry*, Vol. 68, p. 2033, 1964. "The Mercury 6(³P₁) Photosensitized Decomposition of Propane and 2,2 Dideutero-propane," *Journal of the American Chemical Society*, Vol. 82, p. 3597, 1964.

with M. L. Halberstadt, "The Kinetics of the Thermal Isomerization of Ethylcyclopropane," *Journal of Physical Chemistry*, Vol. 69, p. 429, 1965.

"Integrated Physical-Analytical Course," *Journal of Chemical Education*, Vol. 42, p. 199, 1965.

Reviews: H. Melville and B. G. Gowenlock, "Experimental Methods in Gas Reactions," *Journal of the American Chemical Society*, Vol. 86, p. 5704, 1964.
G. W. Castellan, "Physical Chemistry," *Journal of Chemical Education*, Vol. 41, p. 577, 1964.

Lectures: "Energy Transfer and Unimolecular Reactions," Bryn Mawr College Chemistry Colloquium, 1964; "The Thermal Isomerization of Ethylcyclopropane," Symposium on Pyrolysis Reactions, University of Ottawa, Canada, September 1964.

Member, American Chemical Society.

Member, American Physical Society.

COMFORT, HOWARD

Articles: "Stage Money Again; *Aulularia* 818-821," *Transactions of the American Philological Association*, Vol. 94, pp. 33-36, 1963.

"Puteolan Sigillata at the Louvre," *Acta Rei Cretariae Romanae Fautorum*, Vol. 5/6, pp. 7-28, Plates 1-19, 1963-64.

"The American Philological Association," *Classical World*, Vol. 58, No. 3, pp. 65-68, November 1964.

Reviews: H. Ricken and C. Fischer, "Die Bilderschüsseln der römischen Töpfer von Rheinzabern," *American Journal of Archaeology*, Vol. 69, pp. 197-8, 1965.

President, *Rei Cretariae Romanae Fautores*.

Member, Philadelphia Yearly Meeting Continuing Committee on Worship and Ministry.

Member, Board of Managers, Moore College of Art.

D'ANDREA, THOMAS J.

Member, American Psychological Association.

Member, Midwestern Psychological Association.

Member, Eastern Psychological Association.

Percussionist, New Hampshire Music Festival, July & August 1964.

DAVIDON, WILLIAM C.

Articles: "A Scientist Looks at Civil Defense," *Liberation Magazine*, September 1964.
with Hans Ekstein, "Observables in Relativistic Quantum Mechanics — II,"
Journal of Mathematical Physics, Vol. 5, p. 1588, November 1964.

Reviews: Mathews and Walker, "Mathematical Methods of Physics," *American Journal of Physics*, Vol. 33, p. 246, 1965.

V. Fock, "The Theory of Space, Time, and Gravitation," *American Journal of Physics*, Vol. 33, p. 248, 1965.

Editorial Work: Referee for *American Journal of Physics*.

Lectures: "Effects of Nuclear Weapons," Executives Association of Philadelphia, Philadelphia, Pa., July 9, 1964; "Scientific Accomplishments of Albert Einstein," Society for Social Responsibility in Science, Princeton, N. J., Sept. 13, 1964; "Modern Weapons and World Peace," Harrisburg Committee for a Sane Nuclear Policy, Harrisburg, Pa., Sept. 17, 1964; "Multilateral Nuclear Force," Society for Social Responsibility in Science, Princeton University, Princeton, N. J., Jan. 13, 1965; "Social Change in the 60's," with Martin Oppenheimer and J. Malvern Benjamin, a course at Main Line School Night, Lower Merion High School, Ardmore, Pa., February-April 1965; "The Triple Revolution," Media Friends Meeting, Media, Pa., Feb. 19, 1965; "Alternatives in Vietnam," Young Democrats, Narberth, Pa., April 13, 1965; "Triple Revolution," YWCA, Philadelphia, Pa., May 11, 1965; "Internal Symmetries of Strongly Interacting Particles," series of six lectures at Haverford College, Haverford, Pa., March-May 1965; "Use of Group Characters in Physics," Haverford College, Haverford, Pa., April 1, 1965.

Participant, Conference on Physics Courses for Non-Science Majors, University of Colorado, July 1964.

Panelist, Responsibilities of Educators to the Larger Community, University of Pennsylvania, Nov. 8, 1964.

Participant, Conference on Classical Theories of Interacting Relativistic Particles, Argonne National Laboratory, Argonne, Ill., April 22-23, 1965.

Panelist, Social Responsibility of Science, Hofstra University, Long Island, N. Y., May 8, 1965.

Delegate to Secretary of State Dean Rusk concerning Vietnam, American Friends Service Committee, Philadelphia, Pa., April 3, 1965.

Member, Peace Education Committee, American Friends Service Committee, Philadelphia, Pa.

Member, Ad Hoc Committee on Vietnam, American Friends Service Committee, Philadelphia, Pa.

Consultant, Argonne National Labs, Argonne, Ill.
Delegate at Large, Federation of American Scientists, Washington, D. C.
Council Member, Society for Social Responsibility in Science, Gambier, O.
Member, American Physical Society.
Member, American Association of Physics Teachers.
Member, American Association for the Advancement of Science.
Member, American Mathematical Association.

DAVISON, JOHN H.

Published Music: Angel Songs and the Star, Elkan-Vogel Co., 1965.

First Performances of Compositions: Te Deum for Chorus and Orchestra, West Chester State College, West Chester, Pa., Nov. 22, 1964.

Sonata for Violin and Piano, University of Missouri, Kansas City, Mo., Mar. 14, 1965.

Symphony for Band, University of Missouri, Kansas City, Mo., Apr. 12, 1965.

Suite for Brass, University of Missouri, Columbia, Mo., Apr. 11, 1965.

Starfish (children's song), All-City Elementary School Festival, Kansas City, Mo., May 7, 1965

Psalm 80 for chorus, East High School, Shawnee Mission, Mo., May 7, 1965.

Psalm 23 for chorus, All-City Choir Festival, Kansas City, Mo., May 11, 1965.

Lo, This Land for chorus, orchestra, and band, Southwest High School, Kansas City, Mo., May 25, 1965.

Canzona and Chorale for flute quartet, Van Horn High School, Independence, Mo., May 25, 1965.

Lectures: "What is Contemporary Music?," KCSD-TV, Kansas City, Mo., Mar. 26, 1965; "What is Contemporary Music?," KCSD-TV, Kansas City, Mo., Apr. 2, 1965; panelist, "Foundations and the Arts," University of Kansas, Lawrence, Kans., May 4, 1965.

Recipient, Ford Foundation, Music Educators National Conference Fellowship to be composer in residence for the public school system of Kansas City, Mo., 1964-65.

DESJARDINS, PAUL J. R.

Lectures: "Myth, Logic and History in the Platonic Dialogues," Society on Religion in Higher Education, Drew University, Madison, N. J., August 1964; "Myths and Models," Danforth Orientation Program, Camp Miniwanka, Mich., September 1964; panelist at regional meeting, Society on Religion in Higher Education, Philadelphia, Pa., October 1964; "Rhetoric in Plato," Conference on Rhetoric, Villanova University, Villanova, Pa., December 1964; panelist, "College Preparation," Ravenhill Academy of the Assumption, Philadelphia, Pa., May 15, 1965; conferee, "Vatican Council II," Rosemont College, Rosemont, Pa., February-May, 1965.

Philosophy Seminar, Rosemont College, Rosemont, Pa., September 1964-January 1965.

Columbia University Seminar on East-Asian Thought, 1964-65.

Arranged for exhibit of primitive art, Haverford College, Haverford, Pa., 1965.

Recipient, American Council of Learned Societies Grant, 1965-66.

DIAMANT, ALFRED

Books: with Norbert Leser (translator), *Die österreichischen Katholiken und die erste Republik: Demokratie, Kapitalismus und soziale Ordnung 1918-1934*, Vienna, Verlag der Wiener Volksbuchhandlung, 1964.

with D. Fogu and A. Pozzan (translators), *I Cattolici Austriaci e la Prima Repubblica 1918-1934*, Rome, Edizione 5 Lune, 1964.

Articles: "Bureaucracy in Developmental Movement Regimes: A Bureaucratic Model for Developing Societies," *Occasional Papers*, American Society for Public Administration, 1964.

"The Comparative Study of Political Systems," *Social Education*, Vol. 28, No. 7, pp. 407-412, 440, November 1964.

"The Liberal Arts College and Legal Education," *Harvard Law School Bulletin*, Vol. 16, No. 5, pp. 3-5, May 1965.

Reviews: René de Visme Williamson, "Independence and Involvement; A Christian Re-interpretation in Political Science," *Friends Journal*, Vol. 10, No. 18, pp. 432-433, Sept. 15, 1964.

Joseph LaPalombara (editor), "Bureaucracy and Political Development," *American Political Science Review*, Vol. 58, No. 4, pp. 1032-1033, December 1964.

Herbert Jacob, "German Administration Since Bismarck: Central Authority versus Local Autonomy," *Administrative Science Quarterly*, Vol. 10, No. 1, pp. 134-138, June 1965.

Regular contributor of book notes to *Choice*.

Editorial Work: Rendered editorial service to Frederick A. Praeger, Inc.

Lectures: "The High School American Government Course," paper read before American Political Science Association, Chicago, Ill., September 1964; visiting lecturer, Graduate School of Public and International Affairs, University of Pittsburgh, October 1964; chairman, panel on "The European Common Market," Pennsylvania Political Science and Public Administration Association, West Chester, Pa., October 1964; discussion leader, "Workshop on the Senior High School," Main Line Church School Association, Bryn Mawr, Pa., October 1964; panelist, "Assessment of and Projection for the Pennsylvania Division," American Association of University Professors, Harrisburg, Pa., October 1964; panelist, "Political Parties in Western Democracies," Indiana University, Bloomington, Ind., November 1964; senior participant, Conference on Political Development, University of Pennsylvania, Philadelphia, Pa., November 1964; panelist, "Can Foreign Policy be Ethical," Danforth Foundation Regional Associates Conference, Buck Hill Falls, Pa., December 1964; "Beyond the Mass Society," Political Science Journal Club, Bryn Mawr College, Bryn Mawr, Pa., December 1964; "The Liberal Arts College and the Law School," Villanova University Law School, Villanova, Pa., December 1964; "Recent Trends in Political Science and Political Issues," Greater Philadelphia Area Campus Ministers, Philadelphia, Pa., January 1965; panelist, "What U. S. Position vis-a-vis the Changing U.S.S.R.," for the World Affairs Council of Philadelphia, WFIL, Philadelphia, Pa., January 1965; "European Satellites: End of an Era," for the World Affairs Council of Philadelphia, Abraham Lincoln High School, Philadelphia, Pa., March 1965; "The New Undergraduate: An Appraisal," Law School Admission Test Policy Committee, White Sulphur Springs, W. Va., April 1965; "The Citizen and World Affairs," Main Line School Night, Ardmore, Pa., April 1965; "Beyond the Mass Society," Political Science Society, Pennsylvania Military College, Chester, Pa., May 1965.

Member, summer research seminar in Problems of Bureaucracy in Developing Nations, sponsored by Ford Foundation, June-July 1964, University of Michigan, Ann Arbor, Mich.

Member, summer research seminar in Problems of Time and Sequence in the Public Administration of New States, sponsored by Ford Foundation, June-July 1965, University of California, Berkeley, Cal.

Member, Advisory Council for the Graduate Fellows Program, Danforth Foundation, 1964-67.

Member, Program Committee administering Ford Foundation grant in administration and development, 1962-70.

Member, Nominating Committee, American Political Science Association, 1965-67.

Chairman, Main Line Campus Ecumenical Committee, 1965-66.

Member, Commission on Mutual Responsibility and Interdependence in Christ, Diocese of Pennsylvania (Episcopal).

DUNATHAN, HARMON C.

Editorial Work: referee for *Journal of Organic Chemistry*, *Tetrahedron*, and proposals for the Petroleum Research Fund of the American Chemical Society.

Lectures: "The Mechanism of Action of Vitamin B₆," Stanford University Medical School, Stanford, Cal., July 1964; "The Mechanism of Action of Vitamin B₆," Sterling-Winthrop Research Institute, Rensselaer, N. Y., October 1964; "Cationic Cyclizations Related to Sterol Biosynthesis," Bryn Mawr Chemistry Colloquium, April 1965.

FINGER, IRVING

Articles: with Carol Heller, "Immunogenetic analysis of proteins of *Paramecium* V. Detection of specific determinants in strains lacking a surface antigen," *Genetical Research*, Vol. 5, pp. 127-136, 1964.

with J. R. Seed, S. Shafer and C. Heller, "Immunogenetic analysis of proteins of *Paramecium* VI. Additional evidence for the expression of several loci in animals of a single antigenic type," *Genetical Research*, Vol. 5, pp. 137-149, 1964.

with Carol Heller, "Cytoplasmic control of gene expression in *Paramecium* I. Preferential expression of a single allele in heterozygotes," *Genetics*, Vol. 49, pp. 485-498, 1964.

"Use of simple gel-diffusion techniques to assign antigenic markers to native proteins," *Nature*, No. 203, pp. 1035-1039, 1964.

Reviews: R. Sager and F. Ryan, "Cell Heredity," *Quarterly Review of Biology*, Vol. 39, p. 86, 1964.

Lectures: "Aspects of Genetics and Immunology," at: University of California (San Diego); Genetics Conference, Lake Arrowhead, Cal.; Princeton University, Princeton, N. J.; Institute for Cancer Research, Philadelphia, Pa.; and State University of New York, Buffalo, N. Y.

Special Fellow, U. S. Public Health Service.

Member, Committee of Ph.D. Candidate, University of Pennsylvania.

GLICKMAN, HARVEY

Parts of Books: "Political Science," *The African World, A Survey of Social Research*, edited for the African Studies Association by Robert A. Lystad, Praeger, pp. 131-165, 1965.

Pamphlets: *Some Observations on the Army and Political Unrest in Tanganyika*, Duquesne University Press, African Reprint Series No. 16, October 1964.

Articles: "One Party System in Tanganyika," *Annals of the American Academy of Political and Social Science*, Vol. 358, pp. 136-149, March 1965.

"International Relations—The Classroom's Just a Start," *Haverford Horizons*, Vol. 6, No. 4, pp. 4-5, summer 1965.

Reviews: Bi-monthly reviews of books on African affairs, *Choice, Books for College Libraries*, Vol. 1, No. 5-6, July-August 1964.

Aristide Zolberg, "One Party Government in the Ivory Coast," Gwendolen Carter, editor, "Five African States," *Africa Report*, Vol. 9, No. 10, pp. 33-35, November 1964.

Lectures: "Traditional Pluralism and Democratic Processes in Tanganyika," paper delivered at annual meeting of the American Political Science Association, Chicago, Ill., Sept. 12, 1964; "Background to Tanganyika Politics," Peace Corps Training Program, Lincoln University, Pa., Sept. 22, 1964; "Political Theory in an African Context: The Ideology of Julius Nyerere," paper delivered at Boston University seminar on African Politics, Feb. 3, 1965; "African International Politics," West Philadelphia-Main Line Committee for SANE Nuclear Policy, Philadelphia, Pa., Feb. 24, 1965; panelist on "Military Factors," symposium on "Determinants of African Diplomacy," School of Advanced International Studies, Johns Hopkins University, Baltimore, Md., June 3, 1965.

Temporary consultant, Bureau of Public Administration, Africa Section, Agency for International Development, Washington, D. C., December 1964.

Member, Local Arrangements Committee, Philadelphia Meeting, African Studies Association, 1965.

Member, Herkovits Prize Committee, African Studies Association, 1964-65.

Participant, Conference on Political Development, University of Pennsylvania, Nov. 11-12, 1965.

Consultant, RAND Corporation, Department of Social Science, Santa Monica, Cal.

Consultant, U. S. Department of State, Bureau of Research and Intelligence, African Affairs Section, Washington, D. C.

Member, Advisory Committee, VISA Program, American Friends Service Committee, Philadelphia, Pa.

Member, Advisory Committee International Seminars Program, American Friends Service Committee, Philadelphia, Pa.

Fellow, African Studies Association.

Member, Royal African Society, London.

Member, Society of African Culture, Paris.

Member, Tanganyika Society, Dar es Salaam.

Member, American Political Science Association.

Member, International Studies Association.

Member, Conference on British Studies.

Member, Peace Research Society.

Member, Committee, Bryn Mawr-Haverford Group on Problems of War and Peace.

GREEN, ELIZABETH U.

Editorial Work: Member, editorial staff, *Growth*.

GREEN, LOUIS C.

Articles: "Relativistic Astrophysics," *Sky and Telescope*, Vol. 29, p. 145, March 1965; "Relativistic Astrophysics," *Sky and Telescope*, Vol. 29, April 1965.

Lectures: with Eleanor K. Kolchin and Norma C. Johnson, "Oscillator Strengths and High Accuracy Wave Functions for Neutral Helium," Symposium No. 26 of the International Astronomical Union, Utrecht, Holland, Aug. 10-14, 1964; "The Structure of the Universe," Introduction to Astronomy, course at the Franklin Institute, Philadelphia, Pa., Nov. 17, 1964; with Eleanor K. Kolchin and Norma C. Johnson, "Wave Functions and Transition Probabilities for HeI," International Symposium on Atomic and Molecular Quantum Theory in Honor of Professor Robert S. Mulliken, Sanibel Island, Fla., Jan. 18-23, 1965; "The Interplanetary Medium," the Planetarium Section of the American Association of Museums, Philadelphia, Pa., May 27, 1965.

Member, Committee on the Line Spectra of the Elements of the National Research Council, Washington, D. C.

Member, Commission 14, Fundamental Spectroscopic Data, International Astronomical Union.

Discussion Leader and session chairman, The International Symposium on Atomic and Molecular Quantum Theory in Honor of Professor Robert S. Mulliken, Sanibel Island, Fla., Jan. 18-23, 1965.

GUTWIRTH, MARCEL M.

Articles: "Réflexions sur le comique," *Revue d'Esthétique*, Tome 17, Fascicules I & II, janvier-juillet 1964.

"Jean-Paul Sartre à l'école de Pierre Corneille," *Modern Language Notes*, Vol. 79, No. 3, 1964.

"Swann and the Duchess," *The French Review*, Vol. 38, December 1964.

"Le 'Prométhée' de Gide," *Revue des sciences humaines*, Fascicule 116, octobre-décembre 1964.

Reviews: Quentin M. Hope, "The 'Honnête Homme' as Critic," *The Romanic Review*, Vol. 55, No. 4, pp. 294-5, December 1964.

Oscar Mandel, "The Theater of Don Juan," *The Romanic Review*, Vol. 56, No. 2, p. 156, April 1965.

Research Fellow, The American Council of Learned Societies, Paris.

HARE, A. PAUL

Books: with E. F. Borgatta and R. F. Bales, *Small Groups* (revised edition), Knopf, New York, N. Y., 1965.

Parts of Books: Chapter 7, "Interpersonal Relations in the Small Group," (R.E.L. Faris, Ed.) *Handbook of Modern Sociology*, Rand, McNally, Chicago, Ill., 1964.

Articles: with Rachel T. Hare and H. C. Somerset, "Some Social Background Characteristics of Sociology and Social Work Students at Makerere University College," *The Makerere Sociological Journal*, Vol. 1, No. 3, pp. 7-15, 1964.

Visiting Professor at Makerere University College, Uganda, and University of Ibadan, Nigeria.

HETZEL, THEODORE B.

Articles: "Now That the Buffalo's Gone," *Indian Truth*, Vol. 41, No. 3, pp. 1-7, autumn 1964.

"Now That the Buffalo's Gone" (reprint), *Mission Fields at Home*, March-April 1965.

"We Can Learn From American Indians," *Journal of American Indian Education*, Vol. 4, No. 3, pp. 23-26, May 1965.

Lectures: "American Indians Today," Young Women's Christian Association, Philadelphia, Pa., Sept. 15, 1964; "The Culture of the American Indian," WHYY-TV, Philadelphia, Pa., Oct. 5, 1964; "Friends and Seneca Indians," Friends Meeting, Radnor, Pa., Oct. 11, 1964; "Photos and Facts, Indians Throughout the Country," The Haverford School, Oct. 23, 1964; "Friends Work with Indians," Friends Meeting, Haddonfield, N. J., Nov. 8, 1964; "The Natives of Alaska," West Grove Farmers' Club, West Grove, Pa., Dec. 12, 1964; "Must Indians Become Assimilated?," WPEN, Philadelphia, Pa., Jan. 19, 1965; (rerun, Jan. 24, 1965); "Photos and Facts, Indians Throughout the Country," Interdenominational Family Council, Germantown, Pa., Feb. 2, 1965; "Indians Dam Engineers," Engineers' Club, Swarthmore College, Swarthmore, Pa., March 11, 1965; "Understanding Indians," Women's Community Club of Uwchlan, Lionville, Pa., March 12, 1965; "Indian Religion," Friends Meeting, Gwynedd, Pa., March 21, 1965; "How Friends are Working with American Indians Today," Young Friends Yearly Meeting, Philadelphia, Pa., March 28, 1965; "Empathetic Ap-

proach to Indians," Institute on Disadvantaged Youth, Western Montana College, Dillon, Mont., June 1965; "Termination of Federal Responsibility," Institute on Disadvantaged Youth, Western Montana College, Dillon, Mont., June 1965; "Eminent Domain versus Indians' Rights," Institute on Disadvantaged Youth, Western Montana College, Dillon, Mont., June 1965; "Alaskan Natives Lose Land and Culture," Institute on Disadvantaged Youth, Western Montana College, Dillon, Mont., June 1965.

Photographic Exhibits: "Indians and Eskimos," Westtown School, Westtown, Pa., December 1964; William Penn Charter School, Philadelphia, Pa., January 1965; Swarthmore College, Swarthmore, Pa., February 1965.

Board Member, Indian Rights Association, Philadelphia, Pa.

Board Member, Council on Indian Affairs, Washington, D. C.

Board Member, William Penn Charter School, Philadelphia, Pa.

Board Member, Emlen Institution, Philadelphia, Pa.

Overseer, Haverford Friends Meeting.

HUNTER, HOLLAND

Parts of Books: "The Passenger Automobile in the Soviet Economy," *The Soviet Economy in Theory and Practice*, University of Missouri, pp. 35-50, 1964.

"Transportation in Soviet Development," *Transport Investment and Economic Development*, The Brookings Institution, pp. 123-43, 1965.

Reviews: T. H. Von Laue, "Sergei Witte and the Industrialization of Russia," *Russian Review*, Vol. 23, No. 3, pp. 274-76, 1964.

J. N. Westwood, "A History of Russian Railways," *Slavic Review*, Vol. 24, No. 1, pp. 147-148, 1965.

Lectures: "The Soviet Economy in a Nutshell," University of Pennsylvania, Philadelphia, Pa., July 21, 1964; "Early Soviet Regional Investment Policy," Purdue University, Lafayette, Ind., Oct. 26, 1964; "China, Russia, and the U. S.," American Association of University Women, Philadelphia, Pa., Nov. 15, 1964; "Transport in Soviet and Chinese Development," Transport Research Forum, Chicago, Ill., Dec. 28, 1964; "Progress in the Kennedy Round?," The Big Question, WFIL, Philadelphia, Pa., Jan. 10, 1965; "The Passenger Car in the USSR," Highway Research Board, Washington, D. C., Jan. 12, 1965; "Top Dog in a Changing World," Lincoln High School, Philadelphia, Pa., Feb. 24, 1965; "The Lightfooted Heavyweight," Main Line School Night, Lower Merion High School, Ardmore, Pa., March 15, 1965; "A Soviet Evolutionary Upsurge?," New Jersey Haverford Club, Princeton, N. J., March 19, 1965; "New Dimensions of a Liberal Education," Haverford College, Haverford, Pa., April 2, 1965.

Member, Board of Directors, American Association for the Advancement of Slavic Studies.

Member, School Committee, Haverford Monthly Meeting.

Member, Board of Directors, The Baldwin School.

Consultant, The Brookings Institution.

Consultant, The Bendix Corporation

KENNEDY, GEORGE A.

Lectures: participant in colloquium, "Present State of the Classics in Education," fourth International Congress of Classical Studies, Philadelphia, Pa., Aug. 25, 1964; "The Beginnings of Latin Literary Oratory," Institute of Classical Studies, University of London, March 2, 1965; "The Beginnings of Latin Literary Oratory," Faculty of Classics, University of Cambridge, England, March 3, 1965; "The Beginnings of Latin Literary Oratory," Department of Classics, University of Bristol, England, March 5, 1965.

Recipient, Fulbright Research Fellowship to Italy, 1964-65.

Recipient, John Simon Guggenheim Fellowship, 1964-65.

KOOIKER, ANTHONY

Piano Recitals: sponsored by the Interfaith Association, Bryn Mawr College, Bryn Mawr, Pa., March 21, 1965; Haverford College, Haverford, Pa., March 23, 1965.

LESTER, JOHN A., JR.

Articles: "The Nova Scotia Duck Tolling Retriever," *All-Pets*, Vol. 36, pp. 30-36, April 1965.

Editorial Work: Editor, *The Wellesley Index to Victorian Periodicals*, 1824-1900.

Lectures: "Dickens and the Triumph Over Time," Dickens Fellowship of Philadelphia, Philadelphia, Pa., Feb. 12, 1965.

Evaluator, Middle Atlantic States Commission on Higher Education.

Board Member, Union Library Catalogue, Philadelphia, Pa.

Ward Leader (Democratic), Haverford (Pa.) Township, 4th ward.

Candidate, School Board, Haverford (Pa.) Township.

LOEWY, ARIEL G.

Parts of Books: Chapter, "Fibrinase," *Fibrinogen and Fibrin*, F. K. Schathauer-Verlag, Stuttgart, 1964.

Editorial Work: Biology editor of Holt, Rinehart and Winston Co.; member, Advisory Editorial Board, *International Journal of Bioheology*.

Lectures: "Biological Specificity," Germantown Friends School Science Day, Philadelphia, Pa., April 7, 1965; panelist, "Undergraduate Education in Science Program," National Science Foundation; panelist, symposium on "The Role of Biochemistry in the Undergraduate Curriculum," Federation Proceedings Meetings of 1965, Atlantic City, N. J.

Member, Committee on Innovation in Laboratory Instruction of the Biological Science Curriculum Study.

Member, Commission on Undergraduate Education in the Biological Sciences Panel on the Role of Biology in Liberal Education.

Member, Commission on Undergraduate Education in the Biological Sciences Panel on Undergraduate Curricula for Majors in Biology.

LYONS, JAMES W.

Articles: "A Discourse of Reason, The Better Edge of Student Protest," Swarthmore College *Phoenix*, Sunday Supplement, Vol. 85, No. 46, pp. 3-4, Apr. 11, 1965.

Editorial Work: Editor, "Review of Special Studies Supplement," the *Bulletin* of the Association of College Unions.

Lectures: "The Great Coonskin Rejection—The New Campus Citizen," Cum Laude Society, The Peddie School, May 8, 1965; "In Loco Parentis—a Dusty Concept," Bryn Mawr College Social Action Committee, Bryn Mawr College, Dec. 10, 1964.

Chairman, Board of Trustees, The Arts Forum, Haverford, Pa.

Chairman, National College Committee, American Friends Service Committee.

Chairman, Research Committee, Association of College Unions.

Member, Youth Services Committee, American Friends Service Committee.

Member, American College Personnel Association.

Member, American Personnel and Guidance Association.

Member, Association for Higher Education.

Member, Pennsylvania Association of Student Personnel Administrators.

Member, National Association of Student Personnel Administrators.

Member, Ardmore Rotary Club.

Member, Serendipity Camp Committee, Haverford College.

MACCAFFREY, WALLACE T.

Articles: "England: the Crown and the New Aristocracy, 1540-1600," *Past and Present*, pp. 52-64, April 1965.

Reviews: John Buxton, "Elizabethan Taste," *American Historical Review*, January 1965.

Lectures: "The Reformation," Baldwin School, Bryn Mawr, Pa., Sept. 23, 1964; "Elizabethan Politics," History Club, Villanova University, Villanova, Pa., Dec. 1, 1964; "Recent Work in English Local History," joint meeting of American Historical Association and American Association for State and Local History, Washington, D. C., Dec. 28, 1964; "English Politics and the Reformation," University of Iowa Conference on Social Studies, April 2, 1965; "English Politics and the Reformation," University of Pittsburgh, Pittsburgh, Pa., April 13, 1965.

Member, Regional Selection Committee for Woodrow Wilson Fellowships.

Outside Examiner, Swarthmore College Honors Examinations.

MACINTOSH, ARCHIBALD

Member, Board of Overseers, The William Penn Charter School.

Representative, The College Entrance Examination Board.

Member, Eastern Group of Admissions Directors.

Member, Association of College Admission Counselors.

MACKAY, COLIN F.

Articles: with James Dubrin and Richard Wolfgang, "Mechanism of Acetylene Formation in the Reaction of Free Carbon Atoms with Hydrocarbons," *Journal of Chemical Physics*, Vol. 41, p. 3267, 1964.

with James Dubrin, Mary Louise Pandow, and Richard Wolfgang, "Reactions of Atomic Carbon with Pi-Bonded Inorganic Molecules," *Journal of Inorganic and Nuclear Chemistry*, Vol. 26, p. 2113, 1964.

with Maryan Marshall and Richard Wolfgang, "The Reactions of Atomic Carbon with Ethylene, I. Production of Allene and Methylacetylene," *Journal of the American Chemical Society*, Vol. 86, p. 4741, 1964.

with James Dubrin and Richard Wolfgang, "Reactions of Carbon Atoms with Ethylene, II. Production of Acetylene and C_5 Compounds," *Journal of the American Chemical Society*, Vol. 86, p. 4747, 1964.

with Richard Wolfgang, "Free Carbon Atom Chemistry," *Science*, Vol. 148, p. 899, 1965.

Lectures: "The Reactions of Free Carbon Atoms with Some Simple Organic and Inorganic Molecules," Amherst College, Amherst, Mass., Feb. 5, 1965.

OAKLEY, CLETUS O.

Books: with C. B. Allendoerfer, *Principles of Mathematics*, 2nd ed., International Student Edition, Kogakusha Company, Ltd., Tokyo, 1964.

with C. B. Allendoerfer, *Fundamentals of Freshman Mathematics*, 2nd ed., McGraw-Hill, Inc., 1965.

Sets, Relations and Functions, The University of Western Australia Press, 1965.

Lectures: Seventy-two lectures to high school and university students, principals, superintendents and curriculum officers of the Education Department of Western Australia, Oct. 12, 1964-April 12, 1965; thirty television programs on modern mathematics for the Australian Broadcasting Commission, Perth, Western Australia, Dec. 1, 1964-Mar. 15, 1965.

Life Member, Mathematical Association of Western Australia.

OPPENHEIMER, MARTIN

Books: with George Lakey, *A Manual for Direct Action*, Quadrangle Books, Inc., Chicago, Ill., 1965.

Pamphlets: *Disarmament and the War on Poverty*, American Friends Service Committee, 1965.

Articles: "The Southern Student Movement: Year I," *Journal of Negro Education*, Vol. 33, No. 4, pp. 396-403, fall 1964.

"The Peace Research Game," *Dissent*, Vol. 11, No. 4, pp. 444-448, fall 1964.

"Towards a Sociological Understanding of Nonviolence," *Sociological Inquiry*, Vol. 35, No. 1, pp. 123-131, winter 1965.

Reviews: Herman H. Remmers (ed.), "Anti-Democratic Attitudes in American Schools," *Harvard Educational Review*, Vol. 34, No. 4, pp. 590-593, fall 1964.

Samuel Lubell, "White and Black"; and William Brink and Louis Harris, "The Negro Revolution in America," *The Massachusetts Review*, Vol. 6, No. 1, pp. 215-222, autumn-winter 1964-65.

Lectures: "Some Assumptions Underlying Peace Research," Society for the Study of Social Problems, Montreal, Canada, Aug. 30, 1964; "Radicalism and Conservatism," Ethical Culture Society of Philadelphia, Pa., Nov. 2, 1964; "Com-

munism and Conservatism," Youth Program of the Friends Peace Committee, Philadelphia, Pa., Nov. 21, 1964; "Negro Youth and Social Change," a program in the series "Negro History and Culture," WCAU-TV and NET, Dec. 2, 1964; "A Profile of the Philadelphia Negro," Social Service Staff, Jefferson Medical College Hospital, Philadelphia, Pa., Dec. 3, 1964; "Comments on Human Rights Week," WFIL (Philadelphia) sponsored by the World Affairs Council of Philadelphia, Dec. 13, 1964; "The Negro in Philadelphia," a program in the series "Negro History in America," WFIL-TV (Philadelphia) and Rutgers University of South Jersey, Dec. 16, 1964; "Nonviolent Direct Action: The Citizen's Last Resort," Valley Friends Meeting Sunday Forum, Valley Forge, Pa., Jan. 24, 1965; "Seminar on Direct Action," Four-College Conference on Civil Rights, Amherst, Mass., Feb. 13, 1965; with William Davidon and Malvern Benjamin, "Social Changes in the 1960's," a course offered at Main Line School Night, Lower Merion High School, Ardmore, Pa., Feb.-April 1965; participant, with Rev. T. S. Clements, in memorial service for Rev. James Reeb, sponsored by the Bryn Mawr College Social Action Committee, Mar. 12, 1965; "The Sociologist-Activist in the Civil Rights Movement," a panel organized for the Eastern Sociological Society, New York City, April 11, 1965.

Member, Society for the Study of Social Problems.

Member, Eastern Sociological Society.

Member, American Sociological Association, Washington, D. C.

Member, American Association of University Professors, Washington, D. C.

Member, American Civil Liberties Union, Philadelphia, Pa.

Member of staff, NDEA Institute for Inner City Teachers and Students, Goucher College, Baltimore, Md., June 20-July 31, 1965.

PARKER, FRANCIS H.

Parts of Books: "Interrogation of John Wild," *Philosophical Interrogations*, Holt, Rinehart and Winston, New York, N. Y., pp. 131-133, 1964.

"Wondering How and That We Know," *Essays on Knowledge and Methodology*, Cook Publishing Company, Milwaukee, Wis., pp. 1-14, 1965.

Articles: "Traditional Reason and Modern Reason" (reprint), *Philosophy Today*, Vol. 7, No. 44, pp. 235-244, winter 1963.

"Are Moral Standards Justifiable?," *Fulbright Review*, Vol. 1, No. 1, pp. 23-30, fall 1964.

"The Temporal Being of Western Man," *Review of Metaphysics*, Vol. 18, No. 4, pp. 629-646, June 1965.

"Remarks on the Symposium: The Morality of Law," *Villanova Law Review*, Vol. 10, No. 4, pp. 673-675, summer 1965.

Lectures: "Ancient and Modern Greece," Ardmore Methodist Church, Ardmore, Pa., Sept. 18, 1964; "Ten Great World Views," a course at Main Line School Night, Harriton High School, Rosemont, Pa., fall 1964; "Philosophy at Haverford," Haverford College Corporation, Oct. 13, 1964; "The Story of Ancient Greek Philosophy," Manhattanville College of the Sacred Heart, Purchase, N. Y., Oct. 14, 1964; "Sensory and Intellectual Cognition," Cabrini College, Radnor, Pa., Dec. 7, 1964; "What Philosophy Is," The Episcopal Academy, Philadelphia, Pa., Dec. 10, 1964; "God's Independence of the World," The Fullerton Club, Bryn Mawr College, Dec. 12, 1964; "Analytic Philosophy and Religion," Main Line Ministerial Association, Haverford, Pa., Feb. 2, 1965; "Wondering How and That We Know," at Boston College, Chestnut Hill, Mass., Feb. 15, 1965; "Wondering How and That We Know," Connecticut College, New London, Conn., Feb. 16, 1965; "The Temporal Being of Western Man," University of Southern California, Los Angeles, Cal., March 15, 1965; "The Temporal Being of Western Man," presidential address, The Metaphysical Society of America, Indiana University, Bloomington, Ind., March 19, 1965; panelist, "The Morality of Law," The Law School, Villanova University, Villanova, Pa., April 3, 1965; "Philosophical History and the Human Condition," the Unitarian Fellowship, West Chester, Pa., April 11, 1965.

President, Metaphysical Society of America.

Member, Executive Committee, Eastern Division, American Philosophical Association.

Member, Friends Educational Research Committee.

Honors External Examiner in Philosophy, University of Virginia, Charlottesville, Va.

PFUND, HARRY W.

Articles: "Ein Menschenalter an Erinnerungen," *Gazette-Democrat*, Philadelphia, Pa., Dec. 26, 1964; "Christian Fürchtegott Gellert zum 250. Geburtstag," *Kirchliches Monatsblatt*, Vol. 22, No. 6, June 1965.

Lectures: Dedication address at new headquarters of National Carl Schurz Association, Independence National Historical Park, Philadelphia, Pa., May 7, 1965.

President, National Carl Schurz Association, Philadelphia, Pa.

Vice president and chairman, Library Committee, German Society of Pennsylvania, Philadelphia, Pa.

Trustee, Mary E. Seibert Kahl Foundation, Philadelphia, Pa.

Member, Board of Directors, Pennsylvania German Folklore Society, Allentown, Pa.

Member, Board of Overseers, Erstes Deutsches Reichswaisenhaus, Lahr, Black Forest, Germany.

POST, L. ARNOLD

Reviews: Jean-Marie Jacques, Ménandre, "Le Dyscolos," *American Journal of Philosophy*, Vol. 86, No. 2, pp. 201-207, April 1965.

Editorial Work: Editor, *Loeb Classical Library*. Plutarch, *Moralia XI*; Augustine, *City of God V* (Babrius and Phaedrus), Hinemann, London, and Harvard University Press, Cambridge, Mass.

ROSE, EDGAR SMITH

Lectures: "Principle and Practice in the Humanities," Pennsylvania Council of Teachers of English, Pennsylvania State University, Oct. 10, 1964; "Poetry? Yes," Haverford College, May 1, 1965.

President, Haverford College Swimming Club.

Member, National Council of Teachers of English.

SALAMON, GEORGE

Editorial Work: For *Graf Öderland* by Max Frisch, Suhrkamp, Germany.

SANCHEZ, ROBERT A.

Articles: "The Synthesis, Properties and Reactions of β,β -Dichlorovinyl Ketones," *University Microfilms*, Ann Arbor, Mich., 1964.

"Some Electrophilic Additions to Bridged Bicyclic Olefins," *Abstracts of the American Chemical Society Meeting*, Chicago, Ill., p. 22s, Aug. 31, 1964.

Member, American Chemical Society.

Member, Phi Lambda Upsilon Honorary Chemical Society.

Member, Society of the Sigma Xi.

Member, American Association of University Professors.

Member, American Association for the Advancement of Science.

SARGENT, RALPH M.

Articles: "'Antony and Cleopatra' as a Work of Art," *Era*, Vol. 2, No. 1, pp. 4-19, spring 1965.

Lectures: "Shakespeare's Political Plays," Highlands Rotary Club, Highlands, N. C., Aug. 25, 1964; "Political Elements in Shakespeare," West Philadelphia Shakes-

peare Club, Philadelphia, Pa., Oct. 20, 1964; "Shakespeare the Writer," WNPV, Lansdale, Pa., Jan. 7, 1965; "Character Interactions as Drama in Shakespeare," Villanova University, Villanova, Pa., April 28, 1965.

Member, panel of consultants, American Association of University Professors, Washington, D. C.

Trustee, Highlands Biological Station, Highlands, N. C.

Vice president, Philadelphia Botanical Club, Philadelphia, Pa.

Member, Board, Friends of Tyler Arboretum, Lima, Pa.

SCOTT, WILLIAM C.

Dissertation: The Oral Nature of the Homeric Simile, Princeton University, 1964.

Secretary, International Colloquium on the Classics in Education.

Member, Managing Committee, American School of Classical Studies in Athens.

SELOVE, FAY AJZENBERG

Articles: with C. D. Zafiratos and F. S. Dietrich, " $N^{14}(\text{He}^3, n)\text{F}^{16}$ Reaction," *Bulletin of the American Physical Society*, Vol. 9, p. 705, 1964.

with C. D. Zafiratos and F. S. Dietrich, " $N^{14}(\text{He}^3, n)\text{F}^{16}$ Reaction," *Physical Review*, Vol. 137, pp. B1479-B1484, 1965.

with J. W. Watson and R. Middleton, " Li^7 , C^{12} and $\text{O}^{16}(t, \alpha)$ Angular Distributions," *Bulletin of the American Physical Society*, Vol. 10, p. 9, 1965.

with E. T. Hazzard and P. V. Hewka, "Alphas from the Deuteron Bombardment of Be^9 and C^{12} ," *Bulletin of the American Physical Society*, Vol. 10, p. 9, 1965.

Lectures: "The Particle Zoo," Duke University Honors Assembly, Durham, N. C., Sept. 28, 1964; "Nuclear Spectroscopy: Isobars and Stars," Drexel Institute of Technology, Philadelphia, Pa., Nov. 13, 1964; "Report on COPFIC," American Association of Physics Teachers, New York, N. Y., Jan. 30, 1965; "Report on COPFIC," Visiting Scientists dinner, Washington meetings of the American Physical Society, Washington, D. C., April 27, 1965; "The Particle Zoo," Haverford College, Haverford, Pa., May 1, 1965; "The Particle Zoo," Sigma Pi Sigma, Drexel Institute of Technology, Philadelphia, Pa., June 4, 1965; panelist, "Possible Diversion of Faculty to Research to the Detriment of Teaching," Research and Technical Programs Subcommittee of House Government Operations Committee, Washington, D. C., June 14, 1965.

Executive Secretary, Committee on Physics Faculties in Colleges, American Institute of Physics and American Association of Physics Teachers.

Member, Advisory Committee, Visiting Scientists Program, American Institute of Physics.

Member, Advisory Committee on Manpower, American Institute of Physics.

Recipient, Guggenheim Fellowship, 1965-1966.

Grantee, National Science Foundation, Washington, D. C.

Guest Associate Physicist, Brookhaven National Laboratory, Upton, Long Island, N. Y.

SHEPPARD, WILLIAM E.

Pamphlet: The Bequest Portfolio, The Fund Raising Institute, January 1965.

Articles: "How to Write Fund Raising Letters," Reporter of Direct Mail Advertising, Vol. 27, No. 6, pp. 22-23, October 1964.

"John Bush and His Company of Capitalists," *Haverford Horizons*, Vol. 6, No. 3, pp. 14-15, 22, spring 1965.

Editorial Work: Editor, The Monthly Portfolio, published by The Fund Raising Institute.

Lectures: "Your Role as a Friendly Persuader," Maryland Heart Association, Baltimore, Md., Sept. 14, 1964; chairman, panel on "Communications and Internal Relations," American Alumni Council, District II, Washington, D. C., Feb. 12, 1965; "Right Ways of Letter Writing," National Conference of the American Alumni Council, Atlantic City, N. J., June 28, 1965; "Haverford Today," at alumni meetings in Pasadena, Cal., Long Beach, Cal., San Francisco, Cal., Seattle, Wash., and Cleveland, O.

SLATER, C. PETER

Lectures: Series of five lectures on Hinduism and Buddhism, Bryn Mawr College, Bryn Mawr, Pa., April-May 1965

Founder and convener, Theological Colloquium of Greater Philadelphia, Philadelphia, Pa.

SMITH, WILLIAM RAYMOND

Articles: "The Rhetoric of the Declaration of Independence," College English, pp. 306-309, January 1965.

"A Definition of the Humanities," *Liberal Education*, pp. 262-274, May 1965.

Reviews: Clinton Rossiter, "Alexander Hamilton," Pennsylvania History, pp. 102-104, January 1965.

Lectures: "Method in the Humanities," Pennsylvania Council of Teachers of English, Pennsylvania State University, University Park, Pa., Oct. 10, 1964; "Principles of Organization in Expository Writing," Southeastern District, Pennsylvania Council Teachers of English, Philadelphia College of Textiles and Science, Philadelphia, Pa., May 1, 1965; "Twentieth Century British and American Literature," a course at Main Line School Night, Radnor Junior High School, Wayne, Pa., fall 1964.

SNYDER, EDWARD D.

Sermon: "After Reading Emerson," Main Line Unitarian Church, Devon, Pa., May 30, 1965.

SPIELMAN, JOHN P., JR.

Reviews: Arthur G. Haas, "Metternich, Reorganization and Nationality," *American Historical Review*, Vol. 69, No. 4, pp. 1057-1058, July 1964.

Christopher Duffy, "The Wild Goose and the Eagle: A Life of Marshall von Browne, 1705-1757," *American Historical Review*, Vol. 70, No. 3, p. 873, April 1965.

STEERE, DOUGLAS V.

Parts of Books: Introductions to: Bernard of Clairvaux, "On Consideration"; Francis of Assisi, "Little Flowers"; and Thomas a Kempis, "Imitation of Christ" in *Mediaeval Devotion*, Christian Classics Library #16 (in Chinese), Foundation for Theological Education, Hong Kong, 1964.

"Development for What?," *Development for What?*, Duke University Press, pp. 213-234, 1964.

"The Task Ahead for the Friends World Committee for Consultation," and "Reply to Comments," *The Creative Center for Quakerism*, Friends World Committee, Birmingham, England, pp. 68-85 and 100-101, 1965.

Introduction to *Three Letters from Africa*, Pendle Hill Pamphlets #139, pp. 5-7, January 1965.

Pamphlets: *Journal from Rome*, Friends World Committee for Consultation, No. 5, Oct. 26, 1964 and No. 6, Nov. 28, 1964.

Articles: "A German Liberal Remembered: Professor Schultze von Gaevernitz," *Christian Science Monitor*, Aug. 20, 1964.

"Selections from 'A Quaker Looks at the Vatican Council'," *Reconciliation Quarterly*, No. 127, pp. 92-94, fourth quarter 1964.

"Vatican Council and Family Planning," *The Friend*, London, Vol. 122, No. 49, pp. 1470-1474, Dec. 4, 1964.

"Extracts from a Roman Journal," *Friends Journal*, Vol. 11, No. 1, p. 13, Jan. 1, 1965.

"A Quaker Looks at the Vatican Council," *Religion in Life*, Vol. 33, No. 4, pp. 569-576, February 1965.

"Three Areas of Concern," *Friends Journal*, Vol. 11, No. 12, pp. 309-311, June 15, 1965 (also printed for distribution to Yearly Meeting by Philadelphia Yearly Meeting on Worship and Ministry, June 1965).

Reviews: Charles Raven, "Teilhard de Chardin," *Union Theological Seminary Review*, pp. 200-201, autumn 1964

Richenda Scott, "Tradition and Experience," *Friends Journal*, Vol. 10, No. 20, pp. 477-478, Oct. 15, 1964

William Blake, "Jerusalem," *Friends Journal*, Vol. 1, No. 9, pp. 229-230, May 1, 1965.

Editorial Work: Editorial Board, *Religion in Life*; advisory editor, *Mediaeval Devotion*, Christian Classics, Library No. 16.

Lectures: Visiting Theologian, Boston University School of Theology, Boston, Mass. (5 lectures), Nov. 30-Dec. 4, 1964; Danforth Lecturer, Association of American Colleges, Jan. 31-March 18, 1965; "Have We Lost the Art of Contemplation?," University of Iowa, Iowa City, Iowa, Feb. 26, 1965; "Collected and Uncollected Man," Schoolcraft Lecture, West Virginia Wesleyan College, Buckannon, W. Va., April 20, 1965; Visiting Quaker Lecturer (7 lectures), William Penn College, Oskaloosa, Iowa, May 10-14, 1965; Canada Yearly Meeting, June 21, 1965; "Quakers and the Journey Inward," Friends General Conference, Traverse City, Mich., June 26, 1965; lectures on the Vatican Council: Mt. Holyoke College, South Hadley, Mass.; Earlham College, Richmond, Ind.; University of Wisconsin at Eau Claire; Immaculata College, Immaculata, Pa.; Haverford College, Haverford, Pa.; Swarthmore College, Swarthmore, Pa.; Pendle Hill, Wallingford, Pa.; lectures to Friends Meetings: Minneapolis, Minn.; Princeton, N. J.; Guilford, N. C.; High Point, N. C.; Wilton, Conn.; Radnor (Ithaca, Pa.); Virginia Beach, Va.; Stony Run (Baltimore, Md.); Paullina, Iowa; Meeting Worker's Institute at Pendle Hill; Belfast, Ireland Friends Meeting; Friends Meeting, Basle, Switzerland.

Retreats: Pendle Hill, Wallingford, Pa.; Virginia Beach, Va.; Council of Churches, Worcester, Mass.; Council of Churches, New Shrewsbury, N. J.; Kansas City, Mo.

Sermons: Connecticut College, New London, Conn.; Earlham College, Richmond, Ind.; Germantown Unitarian Church (2), Philadelphia, Pa.; Community Baptist Church, Scarsdale, N. Y.; Church of the Straits, Mackinaw City, Mich.

Chairman, Board of Managers, Pendle Hill.

Chairman, North American Section, International Fellowship of Reconciliation.

Chairman, Friends World Committee for Consultation.

Member, Board of Trustees, John Woolman Memorial.

Member, Board of Trustees, Wainwright House.

Member, Board of Trustees, Lewis M. Stevens Conference Foundation of Philadelphia.

Member, Board of Trustees, Binder-Schweitzer Amazonian Hospital Foundation.

SWAN, ALFRED

Composition: *Song of Glorification and Thanksgiving for Chorus* (words from First Prayer-Book of King Edward VI), W. Paxton and Co., Ltd., London.

Articles: "Saint-Petersburg (recollections of young years)," *Rossyia*, Dec. 25, 1964, Jan. 15 and 22, 1965.

"History of Russian Music and the Znamenny Chant," *Rossyia*, March 19, 1965.

"Mainsprings of Russian Music: Folk Song and Religious Chant," *The Russian Review*, Vol. 24, No. 2, April 1965.

Lectures: "Poets in the Musician's Life," Winchester College, England, July 14, 1964; "English Music of the Elizabethan and Jacobean Periods," five lectures, Centre Universitaire, Nice, France, July 1964; "Music History," ten lectures, Main Line School Night, Lower Merion High School, Ardmore, Pa., February-April 1965; "Music and World War I," Moore College of Art, Philadelphia, Pa., March 19, 1965.

Participant, symposium on the Origins of Slavic Music, Bratislava (Pressburg), Czechoslovakia, Aug. 23-26, 1964.

TEAF, HOWARD M., JR.

Lectures: "Economic Impact of Reduction in Expenditure on Armament," Naval Research Reserve Company, Newark, Del., Sept. 14, 1964; "The Church and Disarmament," Palatinate United Church of Christ, Haverford, Pa., Oct. 18, 1964; "What Kind of Opinions?," Philadelphia Chapter, National Academy of Arbitrators, Oct. 28, 1964; "Ethical Man in a Business Society," St. Martin's Church, Radnor, Pa., Jan. 19, 1965; discussion of paper, "Poverty Policy and Pennsylvania," by Eugene Smolensky, Pennsylvania Conference of Economists, Pittsburgh, Pa., June 10, 1965; panelist, "The State of the Economy," WCAU, Philadelphia, Pa., June 22, 1965.

American Friends Service Committee: Board of Directors, Program Priorities Committee, Special Committee on Program Evaluation, International Services and

Affairs Executive Committee, Social and Technical Assistance Program Committee, Volunteers for International Service Program Committee.

Labor arbitrations. Member, National Academy of Arbitrators; Chairman, Philadelphia Chapter.

Director, Oxford Finance Companies, Inc.

Faculty Adviser, A.I.E.S.E.C. (Association Internationale des Etudiants en Sciences Economiques et Commerciales).

Convenor, Philadelphia Committee for Adjustment to Shifts in Defense Expenditures.

Trustee and member, executive committee, American Freedom from Hunger Foundation.

THOMPSON, CRAIG R.

Books: The Colloquies of Erasmus, University of Chicago Press, 1965.

Parts of Books: Introduction to W. H. Woodward's *Desiderius Erasmus Concerning the Aim and Method of Education*, Teachers College, Columbia University, pp. vii-xxiii, 1964.

Reviews: J. C. Margolin, "Douze années de bibliographie érasmienne," *Renaissance News*, Vol. 18, pp. 24-26, 1965.

Lectures: "College Prospects," All-College Conference, Dickinson College, Carlisle, Pa., Oct. 9, 1964; "How Can We Strengthen the Relationship between Faculty and Library," conference on "Raising the Standards," Graduate School of Library Science, Drexel Institute of Technology, Philadelphia, Pa., April 17, 1965.

President, American Society for Reformation Research.

Vice president, Association of Princeton Graduate Alumni.

Council member, Renaissance Society of America.

Member, Planning Conference for Classics, Airlie House, Warrenton, Va.

Director, Philadelphia Chapter, Association of College and Research Libraries.

WALTER, ROBERT I.

Articles: "A Two-Track Introductory Chemistry Course," *Journal of Chemical Education*, Vol. 42, pp. 201-203, 1965.

Lectures: "An NMR Study of Electrophilic Substitution Reactions of Triphenylamine," Bryn Mawr College Chemistry Colloquium, Dec. 4, 1964; "Substitution Effects in Stable Aromatic Free Radicals," Duquesne University Chemistry

Seminar, Jan. 6, 1965; fifty lectures on various topics in undergraduate chemistry and chemical research given during tour of 11 Southern colleges, Feb. 18-April 1, 1965.

Member, American Chemical Society Division of Chemical Education Committee on Curriculum.

Panelist and speaker, Conference on Physical Chemistry in the Undergraduate Curriculum, Worcester Polytechnic Institute, Worcester, Mass., May 7, 1965.

REPORT OF THE TREASURER
presented at the
Annual Meeting of the Corporation
of Haverford College
October 26, 1965

I am glad, again, to make my annual report to the Corporation and the Board of Managers. I may add that this report has been audited with unusual care by Lawrence E. Brown and Company, and their statement is attached.

OPERATIONS

The year was a somewhat complicated one from the point of view of the treasurer, for instance: cash transactions, receipts and disbursements, each amounted to \$12,042,890, as against about half that sum three years ago, of which investments sold or called (and conversely bought or donated) were over three and a quarter million dollars; the financing of the new dormitory by a loan from the Housing and Home Finance Agency was successfully completed in a vast pile of paper work; the payment for the renovation of Sharpless Hall, nearly a million dollars, was arranged for in large part with gratitude to the James Foundation whose generous contributions during the past two years of approximately \$400,000 were used almost entirely toward this purpose; the allocation and servicing of grants for faculty research and equipment by the comptroller's office increased to \$385,050 from \$238,363 a year ago; the flow of securities in large and small amounts as gifts to annual giving and the library is increasing every year as donors realize the advantage of this type of donation.

And yet, with all this motion—to use a metaphor—our ship came through these somewhat turbulent waters in a state of almost equilibrium. We finished the fiscal year with only a moderate deficit of \$29,015.

Due largely to an increase in tuition, operating receipts from the college increased from \$1,213,700 to \$1,478,332. The income from funds and trusts for operation also increased from \$569,111 to \$639,775,

in spite of the fact that there were fewer additions to funds than usual, and that several of the funds were drawn down to pay for new construction.

It is also gratifying to note that net annual giving available for operations during the fiscal year increased substantially from \$107,608 to \$142,124. Deep appreciation should be expressed for the loyal support of so large a percentage of our alumni and for the planning and direction of the development office and the committee charged with raising annually these most necessary funds.

As distinguished from our operating income from funds, the total income from all of our funds and trusts rose from \$794,949 to \$848,676. So that we might feel encouraged as to the general trend, ten years ago it was \$582,189. These figures are exclusive of the income from the William Maul Measey Trust, this year in the amount of \$89,308, which is used for student aid, 50% at the College, 40% at selected secondary schools or colleges and 10% to the College for administration of the trust.

ENDOWMENT

Rather than continue to carry the balance of construction costs of Stokes Hall as unfunded, we took down from our funds \$503,620 thus reducing our total endowment by so much. Fortunately our realized capital gains in Consolidated Investments for the year amounted to \$1,001,595 so that the total book value increased from \$10,977,334 to \$11,544,910. The market value of Consolidated Investments on June 30, 1965 was \$17,716,541 and our unit value, which at the end of 1964 fiscal year stood at \$28.97 rose to \$29.55. The book value of the Non-Consolidated Funds, principally the William Pyle Philips Fund, stood at the end of the year at \$3,382,827 after adding \$319,086 capital gains, and the market value at \$5,348,493.

The rate of return on book value of Consolidated Investments remained practically the same as a year ago, 6.15% and that of our market value rose from 3.58% of a year ago to 3.92%.

The classification of our Consolidated Investment portfolio has remained nearly the same for the past three years on market value—this year 65.36% in common stocks, 22.29% in bonds, 6.70% in preferreds, 4.30% in campus real estate, 1.35% in mortgages, cash and miscellaneous.

ADDITIONS TO FUNDS

DURING the fiscal year for which this report is being made, the additions to funds from gifts and bequests (three of them subject to annuities) amounted to \$98,004. Special note should be made of what amounts to a very real addition to funds though the moneys were not added to our endowment but used to defray the costs of renovation of Sharpless Hall and the old chemistry building; I speak of the grants from the James Foundation of New York (above referred to), \$50,000 during the fiscal year 1963-64, \$250,000 during the fiscal year being reported, and an additional \$100,000 immediately after the close of that year or a total of \$400,000. The obvious interest of the administrators of that foundation in our problems was most heartening and we are grateful to them.

Another gift has come in after the close of the fiscal year, but is of such proportions, and is of such importance, being completely unrestricted, that I cannot refrain from mentioning it in this report, that is the transfer during the summer of securities valued at \$506,450 from an anonymous donor. It is, I believe, the largest unrestricted gift ever received by the College; our gratitude is more than commensurate with the size of the gift!

As the president and the librarian will probably report, and as many of you are aware, many sizable gifts have been, and are being received, for the addition to the library. The amount required is formidable, but the energy and enthusiasm of our vice chairman of the Board, James Magill, and our vice president of development, Alfred Crawford, is quite equal to the task.

COMPTROLLER

Most of you are aware that Aldo Caselli, comptroller and business manager, resigned as of August 31, 1965. During his 22 years at the College, he has encompassed a change in the business office from practically a one man job to a highly organized office of eight persons. He has served the College with devotion and has saved many thousands of dollars by his practical knowledge in the considerable amount of construction carried on during his term of office, as well as in the day to day activities. We are grateful to him.

CONCLUSION

We have passed through another difficult year, this time with a greatly decreased deficit; we have funded in good part a large building program; but we have not for two years materially increased faculty salaries. This remains a need, as I stated a year ago and we have planned, thanks to increased tuitions from larger enrollment, a hoped for increased annual giving and larger income from funds, a moderate raise in salaries for the current year.

In this continuing race between rising costs and increasing income, we are this year a lap behind, next year perhaps it will be a draw, and thereafter, hopefully we will be a lap ahead. ☐

WM. MORRIS MAIER,
TREASURER

REPORT OF THE DEVELOPMENT OFFICE

HAG—HOC—HAB epitomizes the strategy for development adopted a year ago by the Board of Managers. It seeks a workable alternative to the conventional campaign approach to the need for new resources and the considerable task of meeting the challenge of growth and change at Haverford. The letters symbolize:

HAG — Haverford Annual Giving

HOC — "ad hoc" committees

HAB — Haverford and Bequests

During the past year:

Annual Giving made the largest increase in a single year in its long history—from \$190,491 to \$228,815 (counting both restricted and unrestricted gifts), or a 20.1% gain.

The "ad hoc" effort on behalf of the Library had, as of June 30, reached the halfway point of the \$1.7 million goal, with nearly \$850,000 recorded in cash gifts and pledges.

A Bequest Inquiries Program has been commenced through a steering group of 11 alumni and a start on enlistment of bequest chairmen for every class out of college 25 years or longer.

And the impact of these gains on the College?

The fine record of the Annual Giving Committee, led by David Arnold '41, and an increase in income from endowment, encouraged the Board to adopt a budget for the current year that provides the first across-the-board faculty salary increase in three years.

The Library Committee, under the leadership of James P. Magill '07, has made such good progress that the Board has approved the preparation of final drawings and specifications, with the expectation that requests for bids on the construction will be put out by the end of 1965.

To October 31, gifts from 142 alumni, friends, corporations and foundations to the Library Project amounted to \$939,613. On October 15 came word that the project had qualified for a federal grant of \$371,980. Thus public and private funds now available for Library enlargement have passed the \$1.3 million mark.

The fruits of the bequest program will be slow in showing but Robert L. Balderston '39 and members of the steering group are confident that, over the next five to ten years, many more alumni and friends than in the past decade will be making provision for Haverford in their wills.

Cash proceeds from gifts, bequests and private and public grants, for the fiscal year 1964-65, totaling \$1,303,759, are the largest for any non-campaign year in the history of the College.

The devoted efforts of scores of Haverfordians who worked in Annual Giving and as members of the Library Committee helped to make this possible. The thanks of the College to each and every volunteer who labored with us in the vineyard. □

ALFRED R. CRAWFORD,
VICE PRESIDENT FOR DEVELOPMENT

Lawrence E. Brown & Company

ESTABLISHED 1882

Certified Public Accountants

W. EDWIN DILL
ROBERT W. JOHNSTON
ADDISON B. BROWN, JR.
ALBERT F. ZANGER

1917 FIDELITY-PHILADELPHIA TRUST BUILDING

PHILADELPHIA

October 22, 1965

To the Board of Managers
The Corporation of Haverford College
Haverford, Pennsylvania
Gentlemen:

We have examined the balance sheet of The Corporation of Haverford College as of June 30, 1965, and the related statements of receipts and expenditures, operating statement and report on the funds for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

The accounting practices followed by the College differ in certain respects from the generally accepted accounting principles usually followed by business enterprises organized for profit. Land, buildings, improvements, furniture and equipment are written off as their cost is funded. Therefore, the plant section of the balance sheet shows these assets at no value, and depreciation accounting for these assets is not applicable. Income from investments is recorded when received, therefore, accrued income on investments is not reflected in the statements.

For the previous year (1963-64), the College changed its practice of deferring donations for annual giving. The result of this change was to increase income from operations for that year by the amount of the 1963-64 annual giving, \$107,608.25.

In our opinion, subject to the above comment relating to land, buildings, improvements, furniture and equipment and accrued income on investments, the accompanying balance sheet and the related statements of income and expenditures, operating statement and report on the funds present fairly the financial position of The Corporation of Haverford College at June 30, 1965, and the results of its operations for the year then ended, in conformity with generally accepted accounting practices for educational institutions. Such practices have been applied on a basis consistent with that of the preceding year, except that the operating income of the preceding year (1963-64), included two years of annual giving as described in the previous paragraph.

Very truly yours,

Lawrence E. Brown, etc.
Certified Public Accountants

THE CORPORATION OF

BALANCE SHEET —

ASSETS

General

Cash	\$ 310,922.90
Accounts receivable, loans etc.	67,454.70
Marketable securities, for library project	47,140.94
Inventories	37,683.57
Prepaid expenses	83,879.76
Due from Endowment—cash invested	12,388.68

Deferred Charges

Construction in progress	54,507.54	
Unamortized improvements and equipment.....	33,509.30	
Unfunded construction and renovation	<u>2,029,455.12</u>	\$ 2,676,942.51

Loan

Cash	\$ 74.88	
Accrued interest receivable	5,263.56	
Loans to students	<u>160,398.80</u>	165,737.24

Endowment

Investments in bonds, stocks and mortgages	\$14,072,307.74	
(Market value \$22,212,990.00)		
Advance to Loan Fund	114,390.00	
Notes receivable	4,750.00	
Perpetual fire insurance deposits	8,673.60	
Investment in college real estate	<u>763,205.61</u>	14,963,326.95

Plant

Land, buildings, improvements, furniture and equipment	<u>0</u>
	<u>\$17,806,006.70</u>

HAVERFORD COLLEGE

JUNE 30, 1965

LIABILITIES

General

Current Liabilities

Notes payable, bank	\$ 950,000.00	
Accounts payable and accrued liabilities	150,359.00	
Payroll taxes payable	24,764.10	
Advance receipts for following year....	30,634.66	\$ 1,155,757.76

Long Term Liability

Mortgage bond payable to Housing and Home Finance Agency, 3 $\frac{5}{8}$ % interest, principal payable from 1966 to 2013. Amount due in 1966, \$5,000.00	850,000.00	
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Reserves

Pensions, non-faculty	\$ 129,893.33	
Death benefits, non-faculty	10,700.00	
Medical reimbursement plan	25,870.58	
Faculty research	5,807.20	
Library replacements	5,822.15	
Property maintenance and replacement.	8,894.62	
Student affairs	1,344.10	
Deferred maintenance	54,889.20	
Departmental appropriations	17,475.57	
Equipment replacements	25,005.30	
Income reserve, deficit	(173,101.00)	112,601.05

Donations

For special purposes	\$ 155,832.75	
For library project	205,272.61	361,105.36

Unexpended Income

From endowment funds for special purposes	197,478.34	\$ 2,676,942.51
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Loan

Due to Endowment	\$ 114,390.00	
Loan fund principal	51,347.24	165,737.24

Endowment

For general purposes	\$ 6,439,175.17	
For T. Wistar Brown Graduate School	403,726.52	
For Morris Infirmary	14,712.94	
For Haverford Union	1,878.82	
For scholarships	605,026.76	
For library	426,448.74	
For old style pensions	233,828.71	
For special purposes	185,476.47	
Augustus Taber Murray Research Scholarship Fund.	30,633.23	
John Farnum Memorial Fund	31,623.45	
William Pyle Philips Fund	3,203,898.24	
C. Wharton Stork Art Gift Fund	23,200.00	
Walter R. Faries Scholarship Fund	86,069.32	
Philip B. and Louise Spahr Deane Fund.....	30,603.32	
Undistributed gain, consolidated investments.....	3,234,636.58	
Due to General Funds	12,388.68	14,963,326.95
		<u>\$17,806,006.70</u>

THE CORPORATION OF HAVERFORD COLLEGE

OPERATING STATEMENT

For the year ending June 30, 1965

Income at College—Applicable to the Budget

Tuition

Cash	\$ 654,370.19		
Scholarships from Donations and Scholarship Funds	106,333.16		
Wm. Maul Measey—Student Aid applied	39,475.00		
Scholarships from General Funds ..	\$ 72,254.15	\$ 872,432.50	
Residence Fees		399,908.60	
Board & Room from non-students		75,556.86	
Unit Fee		64,172.50	
Miscellaneous		66,261.65	\$1,478,332.11

Income from Funds—Applicable to the Budget

Consolidated Investments	\$ 500,782.23
Stock dividend income	50,081.56
Wm. Pyle Philips Fund—General	82,026.20
John Farnum Memorial Fund	1,506.35
C. Wharton Stork Art Gift Fund	2,806.38

From Trusts

Nathan Branson Hill	\$ 198.09		
W. Percy Simpson	2,286.16		
Henry C. Brown	88.85	2,573.10	639,775.82

Donations Applicable to the Budget

From unrestricted Annual Giving 1964-1965 not assigned to other purposes	142,124.59
Interest Received	27,381.56

TOTAL INCOME \$2,287,614.08

Expenses of running the College

Administration	\$ 309,220.10		
Educational Department	1,087,403.99		
Maintenance and Operation	384,720.32		
Dining Room and Kitchen	281,957.87		
Development	96,517.39	\$2,159,819.67	

Miscellaneous Expenses

Treasurer's, Secretary's, Legal, Board expenses and services	17,998.11		
Old Style Pensions	16,000.00		
Reserve for Non-Faculty Death Benefit	500.00		
Non-Faculty Pensions paid	7,138.64		
Working Aid to students	13,490.74		
Interest paid	101,682.23	156,809.72	2,316,629.39

OPERATING LOSS \$ 29,015.31

INCOME RESERVE ACCOUNT

June 30, 1965

Reserve Account Deficit June 30, 1964	\$144,085.69
Operating Loss for 1964-1965	29,015.31
Reserve Account Deficit June 30, 1965	<u>\$173,101.00</u>

NON-FACULTY PENSIONS RESERVE ACCOUNT

RECEIPTS

Balance July 1, 1964	\$129,893.33
Composed of accumulated reserves	
Added:	
Payments made to retired persons	<u>7,138.64</u> \$137,031.97

EXPENDITURES

Pensions paid to eleven persons:

Garland Banks, Mabel Beard, Randolph Braxton, Clifford Chapin, Alfred Harris, Anna B. Hewitt, Walter Muraski, Otto Rantz, Joseph Sinclair, Emanuel Strothers, Edward Walsh	7,138.64
Balance June 30, 1965	<u>\$129,893.33</u>

NON-FACULTY DEATH BENEFIT RESERVE FUND

Balance July 1, 1964	\$ 11,200.00
Composed of accumulated reserves	
Death benefits paid to:	
J. Otto Rantz, Joseph Sinclair	<u>1,000.00</u> \$ 10,200.00
Appropriated	500.00
Balance June 30, 1965	<u>\$ 10,700.00</u>

REPORT ON CONSOLIDATED FUNDS

PRINCIPAL			FUNDS FOR GENERAL PURPOSES				Balance 7/1/64	INCOME			Cr. Balance 6/30/65
Book Value 7/1/64	Increase	Book Value 6/30/65						Net Income	Expended	Special	
\$ 106,302.64	\$ 9,060.00	\$ 115,362.64	General Endowment Fund					\$ 8,873.31	\$ 8,873.31		
10,640.09		10,640.09	John M. Whitall Fund					887.57	887.57		
44,806.59		44,806.59	David Scull Fund					2,758.74	2,758.74		
11,364.35		11,364.35	Edward L. Scull Fund					1,074.37	1,074.37		
5,144.24		5,144.24	Wistar Morris Memorial Fund					557.24	557.24		
10,781.94		10,781.94	Israel Franklin Whitall Fund					908.68	908.68		
1,301,375.34		1,301,375.34	Jacob P. Jones Endowment Fund					119,785.75	83,485.75	\$36,300.00	
275,899.76		275,899.76	John Farnum Brown Fund					21,415.60	21,285.60	130.00	
21,493.67		21,493.67	Clementine Cope Endowment Fund ..					940.34	940.34		
42,394.72		42,394.72	Joseph E. Gillingham Fund					4,373.46	4,373.46		
9,160.24		9,160.24	Elizabeth H. Farnum Fund					966.72	966.72		
45,035.96		45,035.96	James R. Magee Fund					3,499.61	3,499.61		
1,500.00		1,500.00	Albert K. Smiley Fund					164.64	164.64		
39,515.48		39,515.48	Hinchman Astronomical Fund					3,685.36	3,685.36		
174,560.31		174,560.31	Walter D. & Edith M. L. Scull Fund ..					18,175.61	18,175.61		
26,771.00		26,771.00	Albin Garrett Memorial Fund					3,428.90	3,428.90		
24,381.59		24,381.59	Arnold Chase Scattergood Memorial Fund					1,535.57	1,535.57		
125,569.51		125,569.51	Francis B. Gummere Memorial Fund ..					11,809.61	11,809.61		
218,728.43		218,728.43	Isaac Sharpless Memorial Fund					19,179.27	19,179.27		
126,076.83		126,076.83	General Education Board Fund					12,592.70	12,592.70		
102,067.43		102,067.43	William Penn Foundation					9,629.21	9,629.21		
14,125.79		14,125.79	Walter Carroll Brinton Memorial Fund					1,480.69	1,480.69		
25,128.94		25,128.94	Corporation Fund					1,899.67	1,899.67		
10,000.00		10,000.00	Elizabeth J. Shortridge Fund					82.32	82.32		
5,527.31		5,527.31	Howard Comfort Memorial Fund					431.65	431.65		
67,520.19		67,520.19	Ellen W. Longstreth Fund					7,256.74	7,256.74		
5,150.00		5,150.00	Albert L. Bailly Fund					532.96	532.96		
4,950.00		4,950.00	Elizabeth B. Wistar Warner Fund					488.64	488.64		
280,764.31		280,764.31	T. Allen Hilles Bequest					23,610.78	23,610.78		
7,000.00		7,000.00	Leonard L. Greif Jr. & Roger L. Greif Fund					587.84	587.84		
2,500.00		2,500.00	Edward M. Wistar Fund					279.67	279.67		
\$3,146,236.66	\$ 9,060.00	\$3,155,296.66	Forward					\$282,893.22	\$246,463.22	\$36,430.00	

PRINCIPAL

Book Value 7/1/64	Increase	Book Value 6/30/65	FUNDS FOR GENERAL PURPOSES (cont.)			Balance 7/1/64	Net Income	Expended	Special	Cr. Balance 6/30/65
3,146,236.66	9,060.00	3,155,296.66	Brought Forward							
1,429,792.09		1,429,792.09	Morris E. Leeds Fund				282,893.22	246,463.22	36,430.00	
12,000.00		12,000.00	J. Henry Scattergood Fund				92,416.80	79,612.65	12,804.151	
103,993.26		103,993.26	Parker S. Williams Fund				877.01	877.01		
6,581.02		6,581.02	Gilbert C. Fry Fund				9,355.87	9,355.87		
2,500.00		2,500.00	Daniel B. Boyer Fund				451.70	451.70		
10,000.00		10,000.00	Marriott C. Morris Fund				224.79	224.79		
195,686.45	1,390.66	197,077.11	1949 Campaign Salary Fund				910.79	910.79		
386,830.07	2,775.84	389,605.91	Rufus M. Jones Fund for Advancement of Teaching				13,906.63	12,515.97	1,390.663	
36,178.02		36,178.02	William B. Bell Fund				27,758.39	24,982.55	2,775.843	
25,068.15		25,068.15	Dr. Thomas Wistar Fund				2,427.36	2,427.36		
37,187.20		37,187.20	Charles McCaul Fund			\$ -59.48	1,794.13	1,794.13		
5,000.00		5,000.00	Isaac & Lydia Cope Sharpless Fund..				2,743.97		2,800.001	\$-115.51
4,500.00		4,500.00	Class of 1937 Fund				370.44	370.44		
127,735.81	658.23	128,394.04	J. Horace Cook Fund			-272.48	242.74	242.74		
345,000.00		345,000.00	The Ford Foundation				18,766.66		{ 19,150.001	-1,314.05
214,000.00	-138,198.06	75,801.94	Endowment Fund				18,158.73	18,158.73	658.233	
12,426.18		12,426.18	The Ford Foundation				11,279.81	11,279.81		
10,000.00		10,000.00	Accomplishment Fund							
8,932.50		8,932.50	Thomas Hague Haines & Emily Bishop Harvey Fund				663.83	663.83		
35,828.17		35,828.17	Class of 1933-25th Anniversary Fund				516.08	516.08		
10,000.00		10,000.00	John E. Hume Fund				440.09	440.09		
4,045.00	-4,045.00*	0	Frederic H. Strawbridge Fund				1,624.22	1,624.22		
185,110.15		185,110.15	Archibald MacIntosh				453.81	453.81		
25,000.00		25,000.00	Endowment Fund			461.12	194.13		655.276	
346,106.56	-267,764.00	78,342.56	The William H. Collins Fund			4.52	8,489.41	8,489.41		
25,000.00		25,000.00	Mary Frances Nunns Fund				1,149.30		1,200.001	-46.18
5,904.81		5,904.81	Eli Nichols Fund				14,296.07	14,296.07		
7,275.67		7,275.67	William Gibbons Rhoads Fund			1,600.57	1,032.15		851.744	1,780.98
25,083.31		25,083.31	Class of 1911-50th Anniversary Fund				231.13	231.13		
			Class of 1935-25th Anniversary Fund				284.95	284.95		
			Class of 1937-25th Anniversary Fund				966.72	966.72		
\$6,789,001.08	\$-396,122.33	\$6,392,878.75	Forward			\$ 1,734.25	\$514,920.93	\$437,634.07	\$78,715.87	

PRINCIPAL

Book Value	Increase	Book Value
7/1/64	6/30/65	
6,789,001.08	-396,122.33	6,392,878.75
25,148.45		25,148.45
21,147.97		21,147.97
\$6,835,297.50	-\$396,122.33	\$6,439,175.17

*\$4,045.00 Transf. to Sch. Fds.

\$ 400,644.31	\$ 3,082.21	\$ 403,726.52
\$ 9,653.44	\$	9,653.44
5,059.50		5,059.50
\$ 14,712.94	\$	14,712.94
\$ 1,878.82	\$	1,878.82

\$ 5,257.82	\$	5,257.82
6,069.23		6,069.23
19,817.40		19,817.40
5,056.25		5,056.25
7,013.61		7,013.61
7,919.76		7,919.76
22,845.86		22,845.86
10,234.13		10,234.13
11,662.39		11,662.39
5,155.85		5,155.85
17,289.13	433.00	17,722.13
5,045.60		5,045.60
\$ 123,367.03	\$ 433.00	\$ 123,800.03

INCOME

Balance 7/1/64	Net Income	Expended	Special	Cr. Balance 6/30/65
1,734.25	514,920.93	437,634.07	78,715.87	
	916.06	916.06		
	770.42	770.42		

\$ 1,734.25	\$516,607.41	\$439,320.55	\$78,715.87	\$ 305.24
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FUNDS FOR WISTAR BROWN GRADUATE SCHOOL

Moses Brown Fund	\$ 30,822.13	\$ 23,989.92	{ \$3,750.001 3,082.213
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FUNDS FOR MORRIS INFIRMARY

Infirmary Endowment Fund	\$ 970.94	\$ 970.94
John W. Pinkham Fund	528.74	528.74
	\$ 1,499.68	\$ 1,499.68

FUNDS FOR HAVERFORD UNION

Haverford Union Fund	\$ 113.98	\$ 113.98
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FUNDS FOR SCHOLARSHIPS

Thomas P. Cope Fund	197.20	\$ 540.35	\$ 700.001	\$ 37.55
Edward Yarnall Fund	2.82	519.24	300.001	222.06
Isaiah V. Williamson Fund	-18.73	1,252.73	1,300.001	-66.00
Richard T. Jones Scholarship Fund..	220.80	570.96	500.001	291.76
Mary M. Johnson Scholarship Fund..	8.74	599.45	600.001	8.19
Sarah Marshall Scholarship Fund....	-12.36	748.26	700.001	35.90
Clementine Cope Fellowship	2,512.83	1,616.83	1,800.001	2,329.66
Isaac Thorne Johnson Scholarship Fund		498.14	500.001	-1.86
Caspar Wistar Memorial Scholarship Fund	151.73	796.81	900.001	48.54
J. Kennedy Moorhouse Scholarship Fund	-12.64	558.29	500.001	45.65
Louis Jaquette Palmer Scholarship Fund	61.06	1,264.83	1,374.391	-48.50
Paul W. Newhall Memorial Scholarship Fund	-9.99	440.09	400.001	30.10
Forward	\$ 3,101.46	\$ 9,405.98	\$ 9,574.39	\$ 2,933.05

PRINCIPAL

Book Value	Increase	Book Value	FUND FOR SCHOLARSHIPS (cont.)	
7/1/64		6/30/65	Brought Forward	
123,367.03	433.00	123,800.03	Robert Martin Zuckert Memorial	
22,250.00		22,250.00	Scholarship Fund	
5,017.31		5,017.31	Samuel E. Hilles Scholarship Fund	
3,000.00		3,000.00	Class of 1913 Scholarship Fund	
11,200.00		11,200.00	Class of 1917 Scholarship Fund	
10,000.00		10,000.00	Daniel B. Smith Fund	
75,534.58		75,534.58	Sarah Tatum Hilles Memorial	
			Scholarship Fund	
41,375.01		41,375.01	Elihu Grant Memorial	
			Scholarship Fund	
17,050.00		17,050.00	Christian Febiger Memorial	
			Scholarship Fund	
5,000.00		5,000.00	Joseph L. Markley Memorial	
			Scholarship Fund	
30,000.00		30,000.00	Joseph C. & Anne N. Birdsall	
			Scholarship Fund	
3,000.00		3,000.00	Daniel E. Davis Jr. Memorial	
			Scholarship Fund	
20,000.00		20,000.00	Jonathan M. Steere Scholarship Fund	
15,000.00		15,000.00	William Graham Tyler Memorial	
			Scholarship Fund	
3,300.00	1,000.00	4,300.00	1890 Memorial Scholarship Fund	
51,048.81	363.15	51,411.96	1949 Campaign Scholarship Fund	
16,769.44		16,769.44	Max Leuchter Scholarship Fund	
25,000.00		25,000.00	A. Clement Wild Scholarship Fund	
6,245.11		6,245.11	Caroline Chase Scholarship Fund	
5,000.00		5,000.00	Roy Thurlby Griffith Memorial Fund	
10,000.00		10,000.00	Class of 1904 Scholarship Fund	
10,000.00		10,000.00	Inazo Nitobe Scholarship Fund	
9,000.00	1,000.00	10,000.00	Summerfield Foundation	
			Scholarship Fund	
12,575.00		12,575.00	W. LaCoste Neilson Scholarship Fund	
2,000.00		2,000.00	Rufus Matthew Jones	
			Scholarship Fund	
\$ 532,732.29		\$ 2,796.15	Forward	
		\$ 535,528.44		

INCOME

Balance 7/1/64	Net Income	Expended	Special	Cr. Balance 6/30/65
3,101.46	9,405.98		9,574.39	2,933.05
-37.24	2,294.38		1,000.00	1,257.14
-7.06	378.88		300.00	71.82
-4.18	316.61		326.08	-13.65
2.64	939.28		973.65	-31.73
1.25	785.20		819.24	-32.79
1,154.32	7,971.22		8,400.00	725.54
249.65	3,746.57		4,150.00	-153.78
-38.52	1,668.54		1,700.00	-69.98
-625.22	527.69			-97.53
-30.37	2,644.76		2,700.00	-85.61
-4.18	269.12		275.54	-10.60
-28.69	1,283.33		1,600.00	-345.36
-21.87	1,255.89		2,300.00	-1,065.98
11.88	254.85		200.00	66.73
-406.64	3,631.53		363.15	-513.26
			3,375.00	
			1,125.07	-26.43
-23.10	1,098.64		1,600.00	12.73
86.51	1,635.83		500.00	32.93
16.03	446.42		400.00	-13.53
282.88	370.44		800.00	20.06
838.47	537.18		900.00	456.66
	518.19			
53.63	416.14		480.76	-10.99
-6.88	663.83		685.56	-28.61
-2.15	90.76			88.61
\$ 4,562.62	\$ 43,151.26		\$ 44,548.44	\$ 3,165.44

PRINCIPAL

Book Value 7/1/64	Increase	Book Value 6/30/65
532,732.29	2,796.15	535,528.44
12,800.00		12,800.00
10,000.00		10,000.00
7,000.00	10,000.00	17,000.00
7,257.00		7,257.00
16,369.19		16,369.19
	* 4,045.00 }	
	2,027.13 }	
\$ 586,158.48	\$ 18,868.28 \$	\$ 605,026.76

FUNDS FOR SCHOLARSHIPS (cont.)

Brought Forward
Clinton P. Knight, Jr., New England Scholarship Fund
The F of x Scholarship Fund
M. A. Ajzenberg Scholarship Fund
Class of 1912 Scholarship Fund
Class of 1936 Scholarship Fund
Archibald MacIntosh Scholarship Fund

FUNDS FOR THE LIBRARY

Alumni Library Fund
Mary Farnum Brown Library Fund ..
William H. Jenks Library Fund
Mary Wistar Brown Williams Library Fund
Anna Yarnall Fund
F. B. Gummere Library Fund
Edmund Morris Fergusson, Jr. Memorial Fund
Class of 1888 Library Fund
Class of 1918 Library Fund
Quakeriana Fund
Mohonk Fund for Rufus M. Jones Coll. Myst.
Rufus M. Jones Book Fund
1949 Campaign Library Fund
Class of 1909 R. M. Jones Memorial Library Fund
Rayner W. Kelsey Fund
Sara & Francis Pawling Library Fund
Joseph R. Grundy Library Fund

\$ 17,435.06	\$	17,435.06
68,367.01		68,367.01
5,000.00		5,000.00
20,306.74		20,306.74
173,078.14		173,078.14
635.47		635.47
1,002.34		1,002.34
6,550.00		6,550.00
1,253.52		1,253.52
600.00		600.00
1,500.00		1,500.00
5,000.00		5,000.00
37,872.01	271.02	38,143.03
2,336.47		2,336.47
1,000.00		1,000.00
13,640.96		13,640.96
35,000.00	-1,900.00 }	
	37,500.00 }	
\$ 390,577.72	\$ 35,871.02 \$	\$ 426,448.74

INCOME

Balance 7/1/64	Net Income	Expended	Special	Cr. Balance 6/30/65
4,562.62	43,151.26		44,548.44	3,165.44
-29.32	561.46		500.001	32.14
-10.72	463.31		700.001	-247.41
259.06	374.40		545.281	88.18
251.16	280.73		500.001	31.89
572.91	638.50		1,200.001	11.41
	655.25			655.25
\$ 5,605.71	\$ 46,124.91		\$ 47,993.72	\$ 3,736.90
	\$ 1,264.34	\$ 1,264.34		
	5,461.55		{ \$ 401.484 5,118.655 }	\$ -58.58
-46.29	98.15		40.065	11.80
3,657.85	1,766.69		5,422.395	2.15
60.61	17,620.49	11,796.63	5,823.865	
	63.32		94.535	29.40
39.68	105.54		55.385	89.84
-16.42	691.27		594.945	79.91
-3.13	131.92			128.79
285.75	63.32		88.375	260.70
178.53	136.14		259.115	55.56
4,024.63	454.87		284.755	4,194.75
2,690.06	2,710.19		271.023	5,129.23
33.33	101.32			134.65
42.83	41.16			83.99
32.53	543.52			576.05
1,436.90	4,030.23		4,620.155	846.98
\$12,416.86	\$ 35,284.02	\$ 13,060.97	\$ 23,074.69	\$11,565.22

PRINCIPAL			FUNDS FOR			INCOME		
Book Value	Increase	Book Value	OLD STYLE PENSIONS			Balance	Net Income	Cr. Balance
7/1/64		6/30/65				7/1/64	Income	6/30/65
\$ 41,237.08	\$	\$ 41,237.08	President Sharpless Fund.....			\$ 4,014.63	\$ 4,014.63	
36,758.66		36,758.66	William P. Henszey Fund.....			3,917.54	3,917.54	
68,113.78		68,113.78	Jacob P. Jones Benefit Fund.....			5,200.86	5,200.86	
3,272.24		3,272.24	Pliny Earle Chase Memorial Fund....			329.28	329.28	
89,950.11	— \$ 5,503.16	84,446.95	Haverford College Pension Fund....			8,517.91	8,517.91	
\$ 239,331.87	— \$ 5,503.16	\$ 233,828.71				\$ 21,980.22	\$ 21,980.22	
			FUNDS FOR SPECIAL PURPOSES					
\$ 5,248.00	\$	\$ 5,248.00	Thomas Shipley Fund.....			\$ 577.11	\$ 553.01	\$ 884.76
1,126.75		1,126.75	Elliston P. Morris Fund.....			—256.32	325.33	19.01
4,197.87		4,197.87	John B. Garrett Reading Prize Fund..			1,180.89	326.11	1,357.00
9,227.07		9,227.07	Special Endowment Fund.....			2,637.75	666.99	3,304.74
2,296.88		2,296.88	Scholarship Improvement Prize Fund			1,332.57	253.28	95.00
1,727.00		1,727.00	Elizabeth P. Smith Fund.....			1,851.42	182.57	1,490.85
2,546.88		2,546.88	S. P. Lippincott History Prize Fund..			12.80	284.95	1,733.99
5,120.30		5,120.30	Francis Stokes Fund.....			—9.98	540.35	297.75
5,814.02		5,814.02	George Peirce Prize Fund.....				433.76	30.37
2,155.00	433.76	2,155.00	Lyman Beecher Hall Prize Fund.....			1,418.32	233.24	1,551.56
1,397.75		1,397.75	Newton Prize Fund.....			31.29	310.28	291.57
2,400.00		2,400.00	Edward B. Conklin Athletic Fund...				205.80	
14,362.75		14,362.75	Edward Woolman Arboretum Fund...			—148.36	1,093.37	—124.59
2,000.00		2,000.00	William Ellis Skull Prize Fund.....			1,869.27	211.07	50.00
1,000.00		1,000.00	Paul D. I. Maier Fund.....				105.54	20.00
3,839.54		3,839.54	Strawbridge Observatory			66.10	404.21	437.91
7,602.24		7,602.24	Maintenance Fund.....					
			Jacob & Eugene Bucky					
			Memorial Fund.....				3,181.08	—1,021.40
			Mathematics Department Prize Fund					
2,102.02	116.75	2,218.77	William T. Elkinton Fund.....			1,366.47	262.79	1,629.26
2,491.50		2,491.50	Tilney Memorial Fund.....			2,019.19	673.33	2,045.56
7,000.00		7,000.00	Class of 1902 Latin Prize Fund.....			52.59	14.78	57.37
142.90		142.90	Class of 1898 Gift.....			1,078.06	563.57	1,641.63
6,315.00		6,315.00	Edmund J. Lee Memorial Award Fund			347.77	89.71	387.48
1,006.50		1,006.50	David R. Bowen Premedical Fund...			420.30	72.82	470.12
1,352.55	50.00	1,402.55	Jonathan & Rachel Cope Evans Fund..			951.30	1,051.15	1,476.88
15,043.62		15,043.62	Edward Hawkins Memorial Fund.....			11.89	107.65	19.54
1,457.44		1,457.44	Forward					
\$ 108,973.58	\$ 600.51	\$ 109,574.09				\$ 16,810.43	\$ 12,313.49	\$ 8,295.31
								\$ 20,011.70

PRINCIPAL

Book Value	Increase	Book Value
7/1/64		6/30/65
108,973.58	600.51	109,574.09
500.00		500.00
300.00		300.00
4,000.00		4,000.00
2,784.38		2,784.38
36,900.00		36,900.00
9,645.63	\$15,354.37	25,000.00
2,313.00	100.00	2,413.00
4,000.00	5.00	4,005.00
\$ 169,416.59	\$16,059.88	\$ 185,476.47

FUNDS FOR

SPECIAL PURPOSES (cont.)

Brought Forward
William W. Baker Prize Fund.....
John G. Wallace Award Fund.....
Christian Religion & Thought Fund.
The Kurzman Prize Fund.....
The Scholars in the Humanities Fund
Fund for the Development of the
Natural Beauty of the Haverford
Campus
The Class of 1964 Faculty Salary Fund
Henry S. Drinker Music Fund.....

INCOME

Balance 7/1/64	Net Income	Expended	Special	Cr. Balance 6/30/65
16,810.43	12,313.49	816.91	8,295.31	20,011.70
103.95	31.66		25.00 ²	110.61
3.79	12.66		—4.80	
434.27	205.80		271.00 ¹¹	369.07
45.18	126.64		125.00 ²	46.82
3,209.71	1,709.70		910.86 ¹¹	4,008.55
192.92	1,009.99		476.39 ¹²	726.52
	87.37			87.37
	145.64			145.64
\$20,800.25	\$ 15,642.95	816.91	\$10,124.81	\$25,501.48

REPORT ON NON-CONSOLIDATED FUNDS

\$ 31,529.35	\$ 94.10	\$ 31,623.45	John Farnum Memorial Fund.....	\$ 1,506.35	\$ 1,506.35
0		0	Nathan Branson Hill Trust.....	198.09	198.09
0		0	W. Percy Simpson Trust.....	2,286.16	2,286.16
0		0	Henry C. Brown Trust.....	88.85	88.85
30,130.82	472.50	30,603.32	Philip B. & Louise Spahr Deane Fund		
30,124.23	509.00	30,633.23	Augustus Taber Murray		
			Res. Sch. Fund	\$ 735.82 ¹²	\$ 188.50
65,066.82	21,002.50	86,069.32	Walter R. Faries Scholarship Fund...	509.00 ³	900.00
2,884,905.70	318,992.54	3,203,898.24	Wm. Pyle Philips Fund.. \$164,052.40	900.00 ¹	171.33
			General	3,356.23 ¹²	
			Special	82,026.20	82,026.20
				124,561.64	86,177.37
				{ 28,616.48 ⁵	
				{ 19,053.99 ¹¹	154,333.54
				{ 8,735.00 ¹³	
\$3,041,756.92	\$341,070.64	\$3,382,827.56		\$61,906.52	\$155,593.37

SUMMARY OF CONSOLIDATED AND NON-CONSOLIDATED FUNDS

The Book Value increased \$1,432,332.14
as follows:

Donations for additions to funds	\$ 98,004.50	Funds for General Purposes	\$ 6,835,297.50	\$ 13,884.73	\$ 410,007.06	\$ 6,439,175.17	\$ 516,607.41
Income transferred to principal	9,600.62	Funds for T. Wistar Brown Graduate School	400,644.31	3,082.21		403,726.52	30,822.13
Net gains on securities sold or called:		Funds for Morris Infirmary	14,712.94			14,712.94	1,499.68
Consolidated Investments	1,001,595.38	Funds for Havenford Union	1,878.82			1,878.82	113.98
Wm. Pyle Philips Investments	318,992.54	Funds for Scholarships	586,158.48	18,868.28		605,026.76	46,124.91
John Farnum Memorial Fund ...	94.10	Funds for Library	390,577.72	37,771.02	1,900.00	426,448.74	35,284.02
Transferred from General Endowment to Scholarship Funds	4,045.00	Funds for Old Style Pensions	239,331.87		5,503.16	233,828.71	21,980.22
		Funds for Special Purposes	169,416.59	16,059.88		185,476.47	15,642.95
		Gains	2,339,516.63	1,001,595.38	106,475.43	3,234,636.58	
		Total Consolidated Funds	10,977,534.86	1,091,261.50	523,885.65	11,544,910.71	668,075.30
		Total Non-Consolidated Funds	3,041,756.92	341,070.64		3,382,827.56	177,794.91
		TOTAL FUNDS	\$14,019,291.78	\$1,432,332.14	\$523,885.65	\$14,927,738.27	\$845,870.21

NOTE: Key to figures

1. Scholarships
2. Prizes
3. Income to Principal
5. Books & Library
6. Transfers
9. Summer Day Camp
10. Physical Education
12. Annuities
13. Miscellaneous

CLASSIFICATION OF INVESTMENTS

JUNE 30, 1965

	CONSOLIDATED ACCOUNT			NON-CONSOLIDATED ACCOUNT		
	BOOK VALUE	TOTAL	MARKET VALUE	TOTAL	BOOK VALUE	MARKET VALUE
BONDS						
Municipal					\$	\$
U. S. Government	227,203.25		224,579		85,978.75	88,381
Industrial	1,222,799.71		1,230,854		202,062.50	199,626
Public Utility	660,195.05		666,406		268,974.34	259,870
Railroad	339,967.52		341,246		122,736.42	122,915
Foreign	567,103.00		570,568		138,121.97	154,483
Banks & Finance	916,553.50	\$ 3,933,822.03	919,929	\$ 3,953,582	129,625.00	131,680
					462,381.15	468,255
					\$1,409,880.13	\$1,425,210
PREFERRED STOCK						
Industrial	745,850.52		741,619			
Public Utility	291,190.77		280,348			
Railroad	153,487.88	1,190,529.17	166,000	1,187,967	15,467.75	20,000
COMMON STOCK						
Banks & Finance	837,074.66		1,740,971		156,217.10	305,345
Industrial	3,278,706.84		6,661,096		1,229,390.21	2,257,206
Public Utility	1,236,303.76		3,085,744		530,781.54	1,299,642
Railroad	85,293.55	5,437,378.81	104,000	11,591,811		
					1,916,388.85	3,862,193
MORTGAGES						
		112,226.94		112,226		
COLLEGE REAL ESTATE						
		763,205.61		763,206		
MISCELLANEOUS						
		127,813.60		127,814		
CASH						
(over-invested)		— 20,065.45		— 20,065		41,090.83
		\$11,544,910.71		\$17,716,541		\$5,348,493

NOTE: There is also held \$56,614.06 in Banks & Finance stock not included in the above figures, being the holdings in C. WHARTON STORK ART GIFT FUND which is not included in the Funds. This Fund has an overdraft in principal cash of \$33,414.06.

DONATIONS FOR ADDITIONS TO FUNDS

1964 - 1965

General Endowment Fund

Gifts of: John W. Charles '04	\$ 20.00	
Mrs. Henry Ecroyd in memory of		
Thomas B. Goodman	25.00	
Robert L. Petry	4,015.00	
Bequest of William H. Harding	<u>5,000.00</u>	\$ 9,060.00

Louis Jaquette Palmer Scholarship Fund

Gift of Triangle Society	433.00
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1890 Memorial Scholarship Fund

Additional gifts of Andrew L. Lewis	1,000.00
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Summerfield Foundation Scholarship Fund

Additional gift	1,000.00
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M. A. Ajzenberg Scholarship Fund

Additional gift of Mr. & Mrs. Walter Selove	10,000.00
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Archibald MacIntosh Scholarship Fund

Gifts of: Gilbert H. Marquardt, M.D.	\$ 500.00	
Various donors	<u>1,527.13</u>	2,027.13

Joseph R. Grundy Library Fund

Second half of grant from the Grundy Foundation	37,500.00
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David R. Bowen Premedical Fund

Additional gift of Lewis Bowen	50.00
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Fund for the Development of the Natural Beauty of the Haverford Campus

Additional gifts of: John A. Silver, Jr.	\$6,566.87	
John A. Silver, III	<u>8,787.50</u>	15,354.37

Class of 1964 Faculty Salary Fund 100.00

Henry S. Drinker Music Fund

Gift of Mrs. Franklin D. Sauveur	5.00
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TOTAL \$ 76,529.50

Non-Consolidated Funds

Walter R. Faries Scholarship Fund

Additional gift in securities	\$ 21,002.50
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Philip B. & Louise S. Deane Fund

Additional gift in securities	472.50
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TOTAL \$ 21,475.00

SUMMARY OF THE ACCOUNTS OF THE CORPORATION OF HAVERFORD COLLEGE

WM. MORRIS MAIER, *Treasurer*

For the Year ending June 30, 1965

RECEIPTS

Income from Endowment Funds Consolidated

Funds for General Purposes	\$516,607.41	
T. Wistar Brown Graduate School	30,822.13	
Morris Infirmary Funds	1,499.68	
Haverford Union Funds	113.98	
Scholarship Funds	46,124.91	
Old Style Pensions	21,980.22	
Special Purposes Funds	15,642.95	
Library Funds	35,284.02	\$ 668,075.30

Income from Non-Consolidated Funds

John Farnum Memorial Fund	1,506.35	
Nathan Branson Hill Trust	198.09	
W. Percy Simpson Trust	2,286.16	
Henry C. Brown Trust	88.85	
Philip B. & Louise S. Deane Fund	747.24	
Augustus Taber Murray Research Scholarship Fund	1,409.00	
Walter R. Faries Scholarship Fund	3,355.65	
C. Wharton Stork Art Gift Fund	2,806.38	
Wm. Pyle Philips Fund	168,203.57	180,601.29 \$ 848,676.59

Income from College Sources

Tuition	872,432.50	
Residence Fees	399,908.60	
Board and Room from non-students	75,556.86	
Unit Fee	64,172.50	
Miscellaneous Receipts	66,261.65	1,478,332.11

Interest Received 27,381.56

Donations for Additions to Funds
(as per schedule) 76,529.50

Donations for Additions to Funds—Non-Consolidated
(as per schedule) 21,475.00

Donations other than Funds

For General and Special Purposes

From Research Corp.	7,500.00
“ Paul Lippincott	10.00
“ Walter Selove	150.00
“ Henry Hood	100.00
“ L. R. Lance	250.00
“ Mars Fan	50.00
“ Main Line Power Squadron ...	100.00
“ Grant Morrow	40.00
“ Friends Historical Society	250.00
“ Jonathan Rhoads	500.00

Forward \$ 8,950.00 \$ 2,452,394.76

Forward

\$ 2,452,394.76

Donations other than Funds

For General and Special Purposes (cont.) \$ 8,950.00

From Theodore Whittelsey	25.00	
" Christine Hires	200.00	
" John T. Evans	100.00	
" Phila. Tennis Assn.	10.00	
" Various donors for Haverford Club	300.00	
" Various donors in memory of Eugene Sherpick	475.00	
" Various donors in memory of Francis Strawbridge	225.00	
" Lindback Foundation	1,500.00	
" Miscellaneous income	19.47	\$ 11,804.47

For Scholarships

From Friends Freedman Assn.	4,000.00	
" S & C Gutman Foundation	5,000.00	
" National Merit Corp.	10,900.00	
" Anonymous	1,500.00	
" Haverford Society of New York.	200.00	
" Haverford Society of Maryland.	50.00	
" Aetna Life	1,000.00	
" American Chemical Society	50.00	
" American Foreign Service Assn..	500.00	
" Winfield Baird Foundation.....	90.00	
" Carl F. Boester	905.00	
" Bulletin Contributionship (Phila.)	1,950.00	
" Paul Desjardinis	1,350.00	
" Elks National Foundation	400.00	
" First Pennsylvania Company Banking & Trust	1,500.00	
" Alfred W. Fisher Sch. Fund. ...	500.00	
" Albert Fowler	300.00	
" Holophane Foundation	3,000.00	
" Haddonfield Memorial High School	400.00	
" Houston Endowment	500.00	
" International Nickel Co. Inc. ...	2,710.00	
" Mary H. Jones	900.00	
" J. B. L. Scholarship	1,000.00	
" Kiwanis Club of Valley Forge...	1,000.00	
" Josiah & Bessie Kline Fdn.	300.00	
" Lake Placid Club Educational Foundation	100.00	
" Lawrence High School Sch. Assn.	100.00	
" Lindback Foundation	1,500.00	
" Newspaper Fund	500.00	
" Oakridge Chapter of National Honor Society	250.00	
" National Assn. of Secondary Schools	1,000.00	
" Port Jefferson Teacher Assn. ...	300.00	

Forward \$ 43,755.00

\$ 2,452,394.76

Forward

\$ 2,452,394.76

Donations other than Funds

<i>For Scholarships (cont.)</i>	\$ 43,755.00	
From Public Welfare Foundation	2,000.00	
" Rennselaer Polytechnic Inst. ...	450.00	
" Haverford College Service Fund.	398.83	
" Students Assn. of Haverford College	876.38	
" Tadashi Susuki	300.00	
" Upper Darby Senior High Sch. ...	225.00	
" E. Todd Wheeler	1,754.53	
" Mrs. David Williams	10.00	
" Yale University	650.00	
" Haverford Students Auto Violations	1,499.00	
" A. Rosenberg Estate	4,000.00	
" African Institute	4,066.00	
" Scott Paper Foundation	4,000.00	
" Phila. School District	3,800.00	\$ 67,784.74

For Library and Books

From Library Associates	1,898.25	
" Herbert Cheyette	99.00	
" Robert A. Locke	50.00	
" Albert Savage	1,000.00	
" Walter Selove	150.00	
" Samuel Stokes	250.00	
" Marc Weidner	25.00	
" Henry Hood	100.00	
" J. Passmore Elkinton	15.00	
" Matske Royalties	1.92	
" Ginn & Co.	142.59	
" W. A. Liddell	100.00	
" Kenneth Geist	50.00	
" Anonymous	500.00	
" Shoemaker Foundation	5,000.00	9,381.76

For Music

From Friends of Music	686.00	
" College Budget	68.83	
" D. S. Biddle	1,093.75	1,848.58

For Serendipity Day Camp

From Student Service Fund	2,091.58	
" Various donors	2,169.75	4,261.33

For Student Loans—Stiles Fund

From Repayments	1,408.03	
" Baird Foundation	100.00	1,508.03

For Radio Club

From interest	66.80
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For Portrait Fund

From various donors	285.00
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Forward

\$ 2,452,394.76

Forward		\$ 2,452,394.76
<i>Donations other than Funds</i>		
<i>For Research in Public Affairs</i>		
From return of Grant	\$ 350.00	
<i>For Research & Equipment from Corporations</i>		
From E. I. duPont	\$ 5,000.00	
" American Cyanamid	2,500.00	
" Shell Co.	1,500.00	9,000.00
<i>For Class Anniversary Gifts</i>		
From classes		9,007.36
<i>For Sharpless Renovation</i>		
From National Institute of Health	64,119.00	
" Corporation of Haverford College		
from James Foundation	250,039.31	
from Henry C. Brown Trust	58,777.76	
" Corp. of Haverford College	1,755.13	374,691.20
<i>For Faculty Research & Equipment</i>		
From National Science Foundation	174,779.07	
" National Institute of Health	173,252.84	
" A. E. C.	30,269.86	
" U. S. Office of Education	2,899.00	
" American Institute of Physics	3,849.89	385,050.66
<i>For Annual Giving</i>		
Received during year		160,040.03
<i>For Cricket Room</i>		
From Elizabeth K. Jordan	5,000.00	1,040,079.96
<i>Additions to Funds—Income transferred to Principal</i>		
1949 Campaign Salary Fund	1,390.66	
R. M. Jones for Advancement of Teaching	2,775.84	
J. Horace Cook Fund	658.23	
Moses Brown Fund	3,082.21	
1949 Campaign Scholarship Fund	363.15	
1949 Campaign Library Fund	271.02	
A. T. Murray Research Sch. Fund	509.00	
George Peirce Prize Fund	433.76	
Mathematics Department Prize Fund	116.75	9,600.62
<i>Non-Faculty Pensions (see account)</i>		
From College Budget		7,138.64
<i>Non-Faculty Death Benefit (see account)</i>		
From College Budget		500.00
<i>Medical Reimbursement Plan</i>		
From College Budget	5,000.00	
" refund	36.00	5,036.00
<i>Faculty Research Fund</i>		
From College Budget	5,000.00	
" Shell Co.	500.00	
" Royalties	17.43	5,517.43
Forward		\$ 3,520,267.41

Forward

\$ 3,520,267.41

Faculty Tuition Grants

From College Budget 7,025.28

Miscellaneous Items to Balance Accounts

Library Replacements	\$ 1,392.83	
Skating Pond Receipts	489.80	
Taxes Withheld	247,093.87	
Sales Tax Collected	4,803.23	
City Wage Tax Collected	1,777.78	
In and Out	20,716.83	
Collected from faculty, students and others for work done	6,729.60	
Student Store—Gross Sales	23,371.06	
Loans Repaid	2,000.00	
Student Affairs	200.00	
Bookstore—collections	102,768.08	
Accounts Receivable—students	1,514,618.50	
Accounts Receivable—others	358,831.48	
Accounts Receivable—U. S. Govt.	1,070.82	
Wm. Maul Measey Trust	40,689.83	
Treasurer's In and Out	162.50	
Property Maintenance and Replacement	56,611.89	
James Foundation—dividends	521.72	
Library Project—Income	3,435.49	
1963 Revenue Fund Account	8.48	
Cash Over and Short	405.79	2,387,699.58

Borrowed Money

From Provident National Bank	750,000.00	
“ Housing and Home Finance Agency.....	850,000.00	1,600,000.00

New Construction and Renovations

From withdrawal of Endowment Funds:

Ford Foundation Accomplishment

Fund	\$200,000.00	
Eli Nichols Fund	303,620.30	503,620.30
From Corp. of Haverford College.....		3,475.00
“ Henry C. Brown Trust		23,130.75
“ Henry S. Drinker Gift		5,631.92
“ Kresge Foundation		25,000.00
“ Development Program		15,000.00

575,857.97

Library Project

From various donors 154,696.18

Items Relating to other Fiscal Years

Advance receipts for following years.....	23,479.00	
Rooms paid in advance	7,155.66	
Expenses for following years	51,086.77	
Prepaid Insurance	19,316.77	
Accounts Payable	238,920.61	
Inventories	13,770.37	
Accrued Interest	5,135.42	358,864.60

Forward

\$ 8,604,411.02

Forward

\$ 8,604,411.02

Investments Realized

Consolidated Investments

Bonds

Government	\$283,628.13
Industrial	570,022.95
Public Utility	12,070.80
Railroad	6,083.50
Foreign	19,025.00
Banks & Finance	49,975.00

Preferred Stock

Industrial	2,625.00
Public Utility	15,750.00
Railroad	30,000.00

Common Stock

Banks & Finance	294,683.40
Industrial	872,506.60
Public Utility	449,281.64

<i>Mortgages</i>	10,969.45
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<i>College Real Estate</i>	9,230.18
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<i>Miscellaneous</i>	90.19
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\$2,625,941.84

Non-Consolidated Investments

Wm. Pyle Philips Investments

Bonds

Industrial	176,305.18
Public Utility	27,191.20
Foreign	2,000.00

Common Stock

Banks & Finance	558.31
Industrial	220,848.78
Public Utility	190,464.54
Miscellaneous	36,125.65

653,493.66

<i>John Farnum Memorial Fund</i>	5,028.60
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<i>Philip B. & Louise S. Deane Fund</i>	22.32
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3,284,486.42

Balances July 1, 1964

Treasurer's Account	127,886.33
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President's Account	26,106.39
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153,992.72

\$12,042,890.16

EXPENDITURES

Expenses of Running the College Administration

Salaries	\$224,461.45	
Supplies & Postage	17,791.66	
Services	10,641.91	
Telephone & Telegraph	3,797.92	
Replacement & Repair	2,442.62	
Additional Equipment	1,203.70	
Taxes	4,780.32	
Insurance	994.90	
Traveling	7,880.52	
Public Relations	12,597.34	
Printing	15,669.81	
Entertainment	6,179.95	
Accrual adjustment	778.00	\$ 309,220.10

Educational Departments

Salaries	886,730.96	
Supplies & Postage	102,589.84	
Services	31,070.44	
Water, Heat, Light & Power	57.13	
Telephone & Telegraph	6,699.57	
Replacement & Repair	384.02	
Taxes	16,540.58	
Insurance	3,965.05	
Traveling	3,659.27	
Accrual adjustment	2,262.69	
Not elsewhere classified	33,444.44	1,087,403.99

Maintenance & Operation

Salaries	180,516.51	
Supplies	16,599.85	
Contracts	10,266.01	
Water, Heat, Light & Power	72,716.74	
Telephone	799.21	
Replacement & Repair	11,378.13	
Additional Equipment	1,952.67	
Taxes	17,529.45	
Insurance	11,708.25	
Accrual adjustment	59,613.46	
Not elsewhere classified	1,640.04	384,720.32

Dining Room & Kitchen

Salaries	88,372.22	
Supplies	143,545.72	
Services	9,038.34	
Water, Heat, Light & Power	10,219.58	
Telephone & Telegraph	146.27	
Replacement & Repair	14,735.10	
Taxes	2,845.24	
Insurance	401.45	
Traveling	243.90	
Accrual adjustment	665.17	
Not elsewhere classified	11,744.88	281,957.87

Development

Salaries	\$ 55,789.12		
Supplies	19,503.99		
Services	5,931.92		
Telephone & Telegraph	1,020.89		
Replacement & Repair	489.05		
Additional Equipment	373.50		
Taxes	1,249.16		
Insurance	244.36		
Traveling	1,737.35		
Accrual adjustment	3,207.57		
Not elsewhere classified	6,970.48	\$ 96,517.39	2,159,819.67

Miscellaneous Expenses

Treasurer's, Secretary's, Board, Legal expenses and services	17,998.11		
Old Style Pensions	16,000.00		
Working Aid to students	13,490.74		
Pensions to Non-Faculty	7,138.64		
Reserve for Death Benefit—Non-Faculty	500.00		55,127.49

Interest Paid

On borrowed money	62,131.54		
“ “ “ (accrual adjustment)	10,219.44		72,350.98

*Expenditures from Income of Funds**From General Funds*

For Scholarships	72,254.15		
“ Prizes	130.00		
“ Lectures	851.74		
“ Transfer to Scholarship Fund	655.25		
“ Annuities	735.82	74,626.96	

From T. Wistar Brown Graduate School

For Scholarships	3,750.00		
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From Scholarship Funds

For Scholarships	48,530.57		
“ Annuities	3,356.23	51,886.80	

From Library Funds

For Lectures	401.48		
“ Books & Library	22,402.19	22,803.67	

From Special Purposes

For Lectures	245.36		
“ Books & Library	23.00		
“ Transfer to other fund	300.00		
“ Prizes	796.25		
“ Plants & Services	1,569.60		
“ Summer Day Camp	4,202.48		
“ Physical Education	100.00		
“ Visitors	1,828.82		
“ Annuities	476.39		
“ Miscellaneous	32.40	9,574.30	162,641.73

Forward

\$ 2,449,939.87

Forward			\$ 2,449,939.87
<i>Expenditures from Principal of Funds</i>			
Ford Foundation Accomplishment Fund	\$ 200,000.00		
Eli Nichols Fund	303,620.30		
Old Style Pensions Fund	14,320.35		
Joseph R. Grundy Library Fund	1,900.00		519,840.65
<i>Expenditures from Wm. Pyle Philips</i>			
<i>Fund Income — Special</i>			
For Books & Library	28,616.48		
“ Visitors	19,053.99		
“ Miscellaneous	8,735.00		56,405.47
<i>Expenditures from Donations other than Funds</i>			
<i>For Scholarships</i>			
From grants and overhead	\$ 61,113.96		
“ African American Institute	6,014.68	67,128.64	
<i>For Books and Library</i>			
Books	1,128.91		
Honoraria	100.00		
Special Salaries	4,999.63		
Miscellaneous	696.98	6,925.52	
<i>For Special Purposes</i>			
For Quakerman	360.00		
“ Books special	319.20		
“ Research in Chemistry	7,750.00		
“ Classics	20.00		
“ Development program	500.00		
“ Drama Club	200.00		
“ care of grounds	110.00		
“ Sand box plaque	25.00		
“ Haverford Club	300.00		
“ A. Bruckner	80.00		
“ Secretarial help	142.67	9,806.87	
<i>For Music</i>			
Honoraria	600.00		
Miscellaneous	176.96	776.96	
<i>For Student Loans—Stiles</i>			
Loans made		2,889.39	
<i>For Serendipity Day Camp</i>			
Salary	400.00		
Printing	215.00		
Miscellaneous	234.56	849.56	
<i>For Research & Equipment from Corporations</i>			
Chemistry	500.00		
Various	1,445.10		
Refund	424.97		
Equipment	1,497.89	3,867.96	
<i>For Portrait</i>			
M. L. Bower	1,050.00		
Miscellaneous	19.30	1,069.30	
Forward		\$ 93,314.20	\$ 3,026,185.99

Forward

\$ 3,026,185.99

Expenditures from Donations other than Funds

<i>from Scholarships (cont.)</i>	\$ 93,314.20	
<i>For Conference on Able Students</i>	339.43	
<i>For Research in Public Affairs</i>	278.53	
<i>From Class Anniversary Gifts</i>		
For Alumni Room (in part)	2,447.12	
<i>For Operation of I.B.M.</i>	1,200.00	
<i>For Art & Civilization Development</i>	5,227.47	
<i>For Alumni Association</i>		
Support	17,915.44	
<i>For Sharpless Renovation</i>		
Renovation costs	270,467.17	

For Faculty Research & Equipment from Grants

Overhead	\$ 29,933.56		
Observatory	7,046.82		
Equipment	162,728.47		
Salaries	117,776.73		
Supplies	21,873.64		
Applied to various projects	73,676.64		
I.B.M.	8,376.15		
Miscellaneous	9,896.36	431,308.37	822,497.73

Non-Faculty Pensions

Pensions paid			7,138.64
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Non-Faculty Death Benefit

Benefits paid			1,000.00
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Medical Reimbursement Plan

Benefits paid			2,413.25
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Faculty Research Fund

Paid for various projects			5,277.90
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Faculty Tuition Grants

Grants paid to (8) individuals			7,025.28
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Income transferred to Principal

(see receipts for items)			9,600.62
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Miscellaneous Items to Balance Accounts

Library Replacements	1,659.02		
Skating Pond—operation	761.46		
Taxes withheld—paid	246,515.18		
Sales tax—paid	5,350.07		
City wage tax—paid	2,254.34		
In and Out payments	38,384.66		
Paid for work done	6,729.60		
Student store expenses	25,758.50		
Student Affairs expenses	1,455.17		
Bookstore—operation & purchases	115,040.39		
Accts. Receivable from students—charges	1,513,671.32		
Accts. Receivable from others—charges	306,108.59		
Accts. Receivable from U. S. Govt.—charges	613.45		
Wm. Maul Measey Trust—student aid applied...	39,475.00		
Treasurer's In & Out—payments applied from			
Henry C. Brown Trust	82,710.50		
Property Maintenance & Replacement—applied..	6,530.33		2,393,017.58

Forward

\$ 6,274,156.99

Forward		\$ 6,274,156.99
<i>Library Rehabilitation</i>		
Transferred to proper accounts	\$ 37,562.50	
Promotion & architects charges	43,338.42	80,900.92
		<hr/>
<i>Borrowed Money</i>		
Loans repaid to Provident National Bank		1,200,000.00
<i>New Construction & Renovation</i>		
New Dormitory	566,630.08	
Lyman Beecher Hall	73,418.33	
Power House	49,440.22	
Dining Room renovation	5,433.01	694,921.64
		<hr/>
<i>Items Relating to other Fiscal Years</i>		
Advance receipts applied	25,043.35	
Rooms paid in advance applied	5,040.00	
Expenses for following years applied	61,203.33	
Prepaid Insurance	12,762.08	
Accounts Payable	246,562.50	
Inventories	11,693.30	362,304.56
		<hr/>
<i>Investments made or donated</i>		
<i>Consolidated Investments</i>		
Bonds—Industrial	\$701,940.44	
Foreign	98,250.00	
Banks & Finance	324,760.00	
Preferred Stock—Industrial	54,725.00	
Common Stock—Banks & Finance	156,032.49	
Industrial	935,613.37	
Public Utility	4,015.00	
Railroad	25,767.63	
Mortgages	19,000.00	
College Real Estate	33,807.27	
Miscellaneous	45,500.00	2,399,411.20
		<hr/>
<i>Non-Consolidated Investments</i>		
<i>Wm. Pyle Philips Investments</i>		
Bonds—Industrial	133,773.20	
Banks & Finance	150,000.00	
Common Stock—Industrial	415,023.75	698,796.95
		<hr/>
Philip B. & Louise S. Deane Fund	472.50	
Walter R. Faries Scholarship Fund	21,002.50	3,119,683.15
		<hr/>
<i>Balances June 30, 1965</i>		
Treasurer's Account	213,180.91	
President's Account	97,741.99	310,922.90
		<hr/>
		<u>\$12,042,890.16</u>

Lawrence E. Brown & Company

ESTABLISHED 1882

Certified Public Accountants

W. EDWIN DILL
ROBERT W. JOHNSTON
ADDISON R. BROWN, JR.
ALBERT F. ZANGER

1917 FIDELITY-PHILADELPHIA TRUST BUILDING

PHILADELPHIA

October 25, 1965

The Corporation of Haverford College
2010 Two Penn Center Plaza
Philadelphia, Penna. 19102

Gentlemen:

We have examined the balance sheets of the Haverford College Loan Fund (Established in 1926) and the Haverford College Loan Fund for Freshmen (Established in 1959), as of June 30, 1965, and the related statements of income and cash transactions for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying statements present fairly the financial position of the Loan Funds, as of June 30, 1965, and the results of operations and cash transactions for the year then ended, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Very truly yours,

Lawrence E. Brown & Co.

Certified Public Accountants

HAVERFORD COLLEGE LOAN FUND

(Established in 1926)

Balance Sheet, June 30, 1965

Assets

Cash in bank	\$ 20.40
Interest receivable	5,084.73
Loans outstanding	136,165.02
	<u>\$141,270.15</u>

Liabilities and Fund Principal

Loan payable to Haverford College	\$100,400.00
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Fund Principal

Balance, July 1, 1964	\$40,747.90
Net income for year	<u>122.25</u>
Balance, June 30, 1965	40,870.15
	<u>\$141,270.15</u>

Income Statement Year Ended June 30, 1965

Income

Interest on loans	\$ 2,624.65
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Expense

Interest expense on loan from Haverford College	2,502.40
Net Income for Year	<u>\$ 122.25</u>

Statement of Cash Transactions Year Ended June 30, 1965

Cash Balance, July 1, 1964	\$ 25.00
----------------------------------	----------

Receipts

Repayment on loans	
Loans repaid in full (7 borrowers)	\$2,656.91
Partial repayments (10 borrowers)	<u>1,632.73</u>
	\$ 4,289.64
Interest received	1,790.42
Loan from Haverford College	<u>37,840.00</u>
	43,920.06
	<u>\$ 43,945.06</u>

Disbursements

Loans granted during year (48 borrowers)	\$41,422.26
Interest on loan from Haverford College	<u>2,502.40</u>
	43,924.66
Cash Balance, June 30, 1965	<u>\$ 20.40</u>

HAVERFORD COLLEGE LOAN FUND FOR FRESHMEN

(Established in 1959)

Balance Sheet, June 30, 1965

Assets

Cash in bank	\$ 54.48
Interest receivable	178.83
Loans outstanding	24,233.78
	<u>\$ 24,467.09</u>

Liabilities and Fund Principal

Loan payable to Haverford College	\$ 13,990.00
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Fund Principal

Balance, July 1, 1964	\$10,533.80
Less: Net loss for year	56.71
Balance, June 30, 1965	10,477.09
	<u>\$ 24,467.09</u>

Income Statement Year Ended June 30, 1965

Income

Interest on loans	\$ 196.49
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Expense

Interest expense on loan from Haverford College.....	253.20
Net Loss for Year	<u>\$ 56.71</u>

Statement of Cash Transactions Year Ended June 30, 1965

Cash Balance, July 1, 1964	\$ 15.71
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Receipts

Loan from Haverford College	\$ 7,660.00
Loans repaid in full (3 borrowers)	1,400.00
Partial repayment of loans (1 borrower)	350.00
Interest	202.97
	<u>9,612.97</u>
	<u>\$ 9,628.68</u>

Disbursements

Loans granted during year (14 borrowers)	\$ 9,321.00
Interest on loan from Haverford College	253.20
	<u>9,574.20</u>
Cash Balance, June 30, 1965	<u>\$ 54.48</u>

Lawrence E. Brown & Company

ESTABLISHED 1882

Certified Public Accountants

W. EDWIN DILL
ROBERT W. JOHNSTON
ADDISON R. BROWN, JR.
ALBERT F. ZANGER

1917 FIDELITY-PHILADELPHIA TRUST BUILDING

PHILADELPHIA

October 22, 1965

To the Board of Managers
The Corporation of Haverford College
Haverford, Pennsylvania

Gentlemen:

We have examined the financial statement of the William Maul Measey Trust as of June 30, 1965, and the related statement of cash receipts and expenditures for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In accordance with the usual practice of the College, accrued income receivable on investments is not recorded until actually received.

In our opinion, subject to the above comment on accrued income receivable on investments, the accompanying financial statement and the related statement of cash receipts and expenditures present fairly the financial position of the William Maul Measey Trust at June 30, 1965 and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding period.

Very truly yours,

Lawrence E. Brown & Co.

Certified Public Accountants

WILLIAM MAUL MEASEY TRUST

This trust was established by William Maul Measey by agreement dated June 27th, 1952 and supplementary agreement dated April 26th, 1956.

The trust agreements provide that the income shall be granted as aid to students without restriction as to sex, race or religious affiliation, in selected secondary schools or colleges, who on the basis of character, scholarship and financial situation, merit assistance in continuing their education.

In secondary schools aid is to be given to students who live in the institutions during school terms, and not to day students.

The capital of the trust is to be invested solely in common or ordinary corporate shares.

At the request of the donor this is the only statement made of this trust.

WILLIAM MAUL MEASEY TRUST

7/1/64 - 6/30/65

Book Value of Trust 6/30/65	<u><u>\$1,407,046.32</u></u>
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CASH STATEMENT OF RECEIPTS & EXPENDITURES

<u>Principal</u>	
Cash balance 7/1/64	\$ 7,876.40
Investments realized	43.16
	<u>7,919.56</u>
Investments made	\$ 126.51
Cash balance 6/30/65	7,793.05
	<u>\$ 7,919.56</u>

Income

Cash balance 7/1/64 representing prior year income and reserve.	\$ 83,573.06
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Disbursements in year

To Haverford College for administration of Trust	\$ 8,137.96	
To Haverford College for aid to 75 students	40,689.83	
To secondary schools for aid to 65 students	33,800.00	— 82,627.79
	<u>\$ 945.27</u>	

Current year income

Income from investments 7/1/64 - 6/30/65 (net)	\$87,314.51	
Interest earned from savings fund a/c.....	1,993.58	\$ 89,308.09
Cash balance 6/30/65	\$ 90,253.36	

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year.

TRUST FUNDS

W. PERCY SIMPSON TRUST

Provident Trust Co. and William J. Clark, Trustees

This perpetual Trust was established under the will of W. Percy Simpson, Class of 1890, who died Second Month 19, 1938. The will provides that one fourth of the net income from the residuary estate, after the death of his widow (who died in 1940) and of his son (who died in 1946), shall go to two grandchildren, and of the remaining three quarters one tenth shall go to Haverford College. Thus Haverford's share of the income now is $\frac{3}{40}$ th. The income comes partly from securities but largely from Texas Oil Royalties and rentals. Of the present income as estimated by the trustees, Haverford's share is about \$1,875 per annum.

The will further provides "without imposing any obligation upon Haverford College, I recommend to it the advisability of expending the moneys which shall from time to time come to it under this will or so much thereof as may be required, for the examination and analysis of applicants for admission to the College with respect to their mental, physical and general qualifications, and of students therein for the purpose of determining the field of activity best suited to the individual."

The will further provides that whenever a vacancy shall occur by the death or resignation or otherwise of the individual trustee, the selecting of a new trustee shall be done by the governing body of Haverford College, and that if the College fails to perform this duty, the payment of further income to it shall terminate.

HENRY C. BROWN TRUST

Pennsylvania Co. for Banking and Trusts, Trustee

Founded Eighth Month 18, 1948, by bequest of estimated value of \$183,000 from Henry C. Brown, of Philadelphia, ex Class of 1866, to the Pennsylvania Co., in trust for benefit of Haverford College. The will provides that the income is to be used for current expenses. The will further provides that "the said College shall have power in its discretion to use a portion of the principal of the said trust estate not exceeding in any one year 20 per cent of the original fund for permanent purposes such as buildings, books and equipment proper for conducting the work of instruction and education."

NATHAN BRANSON HILL TRUST

Founded in 1904 by deposit with First National Bank and Trust Company of Minneapolis, Minn., Trust, of a paid up life insurance policy for \$5,000 by Samuel Hill '78, being in memory of his father, Nathan Branson Hill. The income is to be used to aid in the maintenance of Haverford College so long as it shall remain under the auspices of the Society of Friends. In 1931 Samuel Hill died and the policy realized \$5,039. The Trust is to remain in the care of the above named bank, now known as First National Bank of Minneapolis, until 21 years after the death of Samuel Hill's son, James N. Hill, who is still alive. At that time, the Trust is to terminate and the principal is to be vested in Haverford College absolutely.

MARY FULLER COOK TRUST

Girard Trust Corn Exchange Bank, Trustee Under Deed, Dated July 29, 1948

This perpetual trust created by deed of Mary Fuller Cook, who died April 25, 1955, widow of J. Horace Cook, Class of 1881, became operative in so far as the College is concerned, July 14, 1957, upon death of a life tenant.

The income from this trust is to be added to that from J. Horace Cook Fund "subject to the provisions of that fund, but with the understanding that if, in the judgment and discretion of the authorities of the College, such income shall be needed for purposes of the College other than scholarships, the College shall be free to so use it."

ENDOWMENT FUNDS

FUNDS FOR GENERAL PURPOSES

GENERAL ENDOWMENT FUND

Founded in 1847 with subscriptions of \$50,000 by a number of Friends. Additions were made as follows: 1868, from an anonymous source, \$5,000; 1869, bequest of Ann Haines to increase the compensation of professors, \$2,670; 1870, bequest of Richard D. Wood, \$18,682.96; 1872, from William Evans, \$1,000; 1874, from executors of Jesse George, deceased, \$5,000; 1880, bequest of Dr. Joseph W. Taylor, \$5,000; 1901, legacy of Ann Williams, \$2,425.50; 1941, from children of Aubrey C. Dickson in his memory, \$300; 1954, Maria Luisa Gildemeister, \$500; 1955, Estate of Elizabeth S. Dillinger, through Bessie Kohne Schenck, \$3,000; 1958, bequest of Henry H. Goddard, \$1,000; 1959, legacy of Herbert S. Langfeld '01, \$1,000; 1959, legacy of Jeannette K. Holmes, \$1,000; 1960, bequest of Ruth M. Walter, wife of Frank Keller Walter '00, \$2,500; 1965, bequest of William H. Harding, '18, \$5,000; 1965, gift of Robert L. Petry '20, \$4,015. Present book value, \$115,362.64. The income is used for salaries and scholarships.

JOHN FARNUM MEMORIAL FUND

Founded in 1878 by the heirs of John Farnum by gift of \$25,000 as a memorial to him. Added to in 1899 by legacy of \$10,000 from Elizabeth H. Farnum, widow of John Farnum. The income only is to be used to endow a "professorship of some practical science or literature." The chair of chemistry was designated as the "John Farnum Professor of Chemistry." The principal is held in the name of three trustees for the benefit of The Corporation of Haverford College. Present book value, \$31,623.45.

JOHN M. WHITALL FUND

Founded in 1880 by bequest of \$10,000 from John M. Whitall, Sr. Present book value, \$10,640.09. The bequest is upon the condition that the art of drawing, especially mechanical drawing, shall be taught, and the income only is to be used, and for this purpose.

DAVID SCULL FUND

Founded in 1885 by bequest of \$40,000 from David Scull, Sr. Present book value, \$44,806.59. The income only is to be used to endow a professorship. The chair of biology was designated as the "David Scull Professor of Biology."

EDWARD L. SCULL FUND

Founded in 1865 by net bequest of \$9,500 from Edward L. Scull, 1864. The legacy was added to the General Endowment Fund, but in 1888 it was set apart as a separate fund. Present book value, \$11,364.35. The income only is to be used. The bequest is free from any legally binding conditions, but it was the testator's desire "that some judicious means shall be employed by the Managers to further advise students on the subjects of diet and reading."

WISTAR MORRIS MEMORIAL FUND

Founded in 1892 by gift of \$5,000 in bonds by Mary Morris, widow of Wistar Morris, as a memorial to him. There are no restrictions. The income is used for general College purposes. Present book value, \$5,144.24.

ISRAEL FRANKLIN WHITALL FUND

Founded in 1896 by net legacy of \$9,667.83 from Israel Franklin Whitall. Present book value, \$10,781.94. The income only is used for the payment of professors or teachers.

JACOB P. JONES ENDOWMENT FUND

Founded in 1897 by residuary legacy of Jacob P. Jones. This amounted when received to par value of \$279,021.60; book value, \$332,301.60, and sundry real estate. The real estate has all been sold, netting \$847,709.92. Present book value, \$1,301,375.34. The income only is to be used for general College purposes, and out of said income there shall be admitted a portion at least of the students either free of charge or at reduced rates. In accordance with this provision, about \$7,500 per annum is used for scholarships, and the balance of income for general College purposes. Jacob P. Jones' will contains the following: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

JOHN FARNUM BROWN FUND FOR THE STUDY OF THE BIBLE, BIBLICAL HISTORY AND LITERATURE, PHILOSOPHY, AND KINDRED SUBJECTS

Founded in 1900 by the late T. Wistar Brown as a memorial to his son, John Farnum Brown '93. The original gift was in cash and securities of a par value of \$43,000, shortly afterwards increased by further gifts of \$15,000. The founder made further gifts of cash and securities until 1915, the total being \$19,381 cash and \$48,500 par of securities with book value of \$41,490. His total gifts therefore had a book value of \$234,970.81. Of this, \$5,000 donated in 1910 is for endowment of prizes in Biblical history and in philosophy. A portion of the income was capitalized each year to keep intact the full value of the fund until 1940 when this fund was included in the Consolidation of funds. Present book value, \$275,899.76. The income only is to be used for the purpose of making provision for the regular study of the Bible and Biblical history and literature, and, as way opens, for religious teaching. In 1910, the scope and title of the fund were enlarged to include "and philosophy and kindred subjects." Income up to \$200 may be used for prizes in Biblical literature and philosophy.

CLEMENTINE COPE ENDOWMENT FUND

Founded in 1904 by bequest of \$25,000 from Clementine Cope. There are no restrictions. The income is used for general College purposes. Present book value, \$21,493.67.

JOSEPH E. GILLINGHAM FUND

Founded in 1907 by bequest of \$50,000 from Joseph E. Gillingham. The testator said, "I request, but I do not direct, that part of the income of this legacy may be used for free scholarships for meritorious students." In accordance with this request, \$800 was recently appropriated annually from the income for scholarships, the balance being used for general College purposes. Present book value, \$42,394.72.

ELIZABETH H. FARNUM FUND

Founded in 1891. The original principal of this fund, amounting to \$10,000, was held by the Provident Trust Co. of Philadelphia under a deed of trust created by Elizabeth H. Farnum of Philadelphia. The income was first paid to a life tenant until 1914, when income first accrued to the College "for the payment of the salaries of teachers and professors by the said College employed." Under date of Ninth Month 18, 1944, upon petition of the trustee, concurred in by the College, the Court of Common Pleas awarded the principal to the Corporation of Haverford College "to be administered by it for the purposes set forth in the deed of trust in accordance with the non-profit corporation law." Present book value, \$9,160.24.

JAMES R. MAGEE FUND

Founded in 1915 by bequest of \$10,000 from James R. Magee, 1859, and added to in 1925, 1926, 1928, 1929, 1930, 1931, 1932, 1936, 1937, 1940, 1944, 1947-48, and 1948-49 by additional payments of \$29,182.84, \$1,694.84, \$499.31, \$499.68, \$488.85, \$207.33, \$400, \$250, \$100, \$499.89, \$175, \$197.99 and \$7.40, under his legacy. Present book value, \$45,035.96. There are no restrictions except that the income only is to be used. This is applied to general College purposes.

ALBERT K. SMILEY FUND

Founded in 1915 by gift of \$1,000 from Daniel Smiley '78, as a memorial to his brother, Albert K. Smiley, 1849, and added to in 1924 and 1926. Present book value, \$1,500.00. There are no restrictions except that preference was expressed that the income only should be used. This is applied to general College purposes.

THE HINCHMAN ASTRONOMICAL FUND

Founded in 1917 by bequest of \$10,000 par value securities from Charles S. Hinchman. Increased in 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, and 1936 by donations of \$28,926.95 from a friend of the College. Present book value, \$39,515.48. The income only to be used "to increase the salary of the astronomical professorship so as to provide a suitable instructor in the ennobling study of the heavens."

WALTER D. AND EDITH M. L. SCULL FUND

Founded in 1918 by bequest of Walter D. Scull, whose death followed shortly after the death of his sister, Edith M. L. Scull. Each left his or her estate to the other, unless predeceased; in this latter case both American estates were left to Haverford College. Both were children of Gideon D. Scull, 1843, and resided in England. Income accumulated before the receipt of the fund by the College amounted to \$16,887.66, of which \$15,078.51 was added to the principal of the fund. Present book value, \$174,560.31. The fund was created to establish a professorship of modern English constitutional history, and the chair has been designated as the Walter D. and Edith M. L. Scull Professorship of History.

ALBIN GARRETT MEMORIAL FUND

Founded in 1919 by legacy of \$25,000 from Mary Hickman Garrett, in memory of her late husband, Albin Garrett, 1864. Present book value, \$26,771.00. There are no restrictions. The income is used for general College purposes.

ARNOLD CHASE SCATTERGOOD MEMORIAL FUND

Founded in 1919 by gift of \$30,000 in securities from Maria Chase Scattergood in memory of her son, Arnold Chase Scattergood, of the Class of 1919, who died in his Junior year. The income only is to be used toward the payment of professors' salaries. Present book value, \$24,381.59.

FRANCIS B. GUMMERE MEMORIAL FUND

Founded in 1920. This fund was started by a gift of \$25,000 from the late Miss Emily H. Bourne, of New York, conditional upon the raising of \$100,000 additional for an endowment of the Chair of English Literature in memory of her friend, Professor Francis Barton Gummere. A committee of alumni, consisting of J. Stogdell Stokes '89, chairman; E. R. Tatnall '07, treasurer; Hans Froelicher '12, secretary; Charles J. Rhoads '93; Alfred M. Collins '97; Winthrop Sargent, Jr. '08, and Parker S. Williams '94, working with President Comfort, organized a comprehensive campaign among the alumni and friends of the College to raise \$375,000 for this purpose and for increase of professors' salaries; the first \$100,000 of unspecified gifts was used to complete the Francis B. Gummere Memorial Fund to at least \$125,000, and the balance comprised the Isaac Sharpless Memorial Fund. Total book value, \$125,569.51.

ISAAC SHARPLESS MEMORIAL FUND

Founded in 1920. The alumni of the College conducted during 1920 a campaign for \$375,000 additional endowment for the College to make possible additional salaries to the professors. Appeal was made to found two new funds, the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund. The funds received, except where otherwise specified, were first applied to the completion of the former up to \$125,000 (see above). Specified gifts and donations thereafter received were then applied to the Isaac Sharpless Memorial Fund. The income only is to be used for salaries of professors. Total book value, \$218,728.43.

GENERAL EDUCATION BOARD FUND

The General Education Board of New York appropriated \$125,000 in 1920 to the campaign for increase of endowment when the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund, totaling \$375,000, were raised. Interest at five per cent was paid on the full sum for three years, and the \$125,000 in full payment was completed in 1926-1927. Total book value, \$126,076.83.

HAVERFORD IMPROVEMENT FUND AND CONSOLIDATED CAMPUS HOUSES ACCOUNT

Founded in 1922 to hold the Corporation's undivided share in College Lane land and eight houses. This property was turned over to the Corporation free of

debt on Third Month 17, 1922, and with same the then debt of the Corporation amounting to \$155,942.15 was liquidated. The fund started with an undivided interest of \$19,000. There was added in 1922, \$9,000; and in 1925, \$2,000. In 1926, \$5,000 of this fund was sold and the proceeds were appropriated for the alterations to Roberts Hall. The balance of this fund, \$25,000, was also used in 1927 for the same purpose. The income was used for general College purposes.

The College Lane land was purchased in 1886 for the benefit of the College by David Scull, Justus C. Strawbridge, Richard Wood and Francis Stokes, Managers of the College and now all deceased. With contributions raised by them and by mortgages on which they went on the bonds, funds were raised to build six dwelling houses, and two houses were built by the Corporation itself. From the income of the houses the debt against the properties was gradually reduced until it was entirely liquidated in 1919. The net income from 1919 until 1922, when the property was turned over to the Corporation, was applied toward the reduction of the Corporation's debt.

As of Ninth Month 1, 1944, all of these eight College Lane houses, together with seven houses which had been bought for the College and formed a part of the College debt, and nine other campus houses which were owned free of debt, were consolidated at a combined valuation of \$281,331.70 into a new Campus Houses Account held by Consolidated Investment Account. There have been additional investments in other College houses from time to time and the present book value is \$729,040.79. Amortization of $1\frac{1}{2}\%$ is to be applied to the annual reduction of the investment.

WILLIAM PENN FOUNDATION

Started in 1926 toward a fund of \$120,000 to establish a chair or lectureship in political science and international relations. This fund forms a part of the centenary program to raise \$1,000,000. This foundation is to be devoted, at the discretion of the Managers, to providing adequate undergraduate instruction in the theory and practice of our own and other governments, in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained. Book value to date, \$102,067.43.

WALTER CARROLL BRINTON MEMORIAL FUND

Founded in 1920 by gift of \$5,000 by the family of Walter Carroll Brinton, Class of 1915, who died in France Twelfth Month 8, 1918, while engaged in Friends' Reconstruction Work. The fund sustained the Walter Carroll Brinton Scholarship until 1926-1927. It was then increased \$6,000 by further gifts of the founders, and at their request the purpose was changed from a scholarship fund to form a separately named fund of the William Penn Foundation, with its income to be used for the same objects. Present book value, \$14,125.79.

CORPORATION FUND

Founded in 1928 by setting aside \$70,000 of proceeds from sale of 5.811 acres of land on the southern boundary and at the southeastern corner of the College farm. In 1937, the fund was increased \$8,810, being proceeds of the sale of 1.762

acres of land to the Philadelphia Skating Club and Humane Society for their new ice skating rink. In 1951 the fund was increased by \$4,994.50, being proceeds of the sale of .284 acres of land to Philadelphia Electric Co. In 1953-54 the cost of renovation of Philips wing in the Library was taken from this fund (\$60,175.56). Present book value, \$25,128.94. The fund is invested and the income used for general College purposes, until otherwise directed by the Managers.

ELIZABETH J. SHORTRIDGE FUND

Founded 12 Month 22, 1930, by bequest from Elizabeth J. Shortridge, without restrictions. Until otherwise directed by the Managers, the income only is used for general purposes. Present book value, \$10,000.

HOWARD COMFORT MEMORIAL FUND

Founded in 1934 by gift of \$1,000 from President William Wistar Comfort in memory of his father, Howard Comfort, Class of 1870, who was a Manager from 1880 until his death in 1912, and secretary of the Board of Managers from 1884 until 1908.

The fund was added to by further gifts from the same donor of \$1,000 in 1935, \$1,000 in 1936, \$2,000 in 1937 and \$500 in 1949. The income only is to be used for general purposes. Present book value, \$5,527.31.

ELLEN W. LONGSTRETH FUND

This fund was established in 1935 by a bequest of \$20,000 and her residuary estate from Ellen W. Longstreth, a Friend, belonging to Haverford Meeting and living in Bryn Mawr. The principal and income are both unrestricted. This bequest and residue of \$84,416.28, together with further realization on residuary assets and an additional amount received upon the death of a life tenant of a trust, made a total of \$117,520.19. A part of this fund was used for the 1953-56 Building Program. Present book value is \$67,520.19.

ALBERT L. BAILY FUND

Founded in 1936 by an unrestricted bequest of \$5,000 from Albert L. Baily '78. The income is used for general purposes. Present book value, \$5,150.00. The fund was added to in 1962 by a gift of Joshua L. Baily, Jr., \$150.

ELIZABETH B. WISTAR WARNER FUND

Founded First Month 16, 1937, by unrestricted bequest of \$4,950 from Elizabeth B. Wistar Warner, of Germantown, widow of George M. Warner '73. The income is used for general purposes. Present book value, \$4,950.00.

T. ALLEN HILLES BEQUEST

Founded First Month 19, 1937, by receipt of the proceeds of a trust fund created in 1935 by T. Allen Hilles, Class of 1870, formerly of Wilmington, Delaware, recently of Glen Mills, Pa., who died 11th Month 15, 1935. The amount received in stocks and cash was \$285,000. Proceeds of mortgages of \$7,460.94 in 1938, and final cash

from executor in 1939 of \$1,603.37 brought the gross total to \$294,064.31. From this was deducted in 1939 the final settlement of taxes and fees totalling \$13,300, thus making the final net bequest \$280,764.31. Accumulated income of \$12,489.77 was also received on First Month 19, 1937. In the trust created by the donor in 1935 he provided: "The gift to Haverford College shall constitute a fund to be known as 'The Hilles Bequest,' and the income shall be used for repair, upkeep and improvement of the building which I have given to Haverford College known as the Hilles Laboratory of Applied Science of Haverford College. My purpose in making this gift is primarily to relieve the Corporation of Haverford College from any additional expense on account of the erection of the building which I have given them, and the accompanying expansion of its educational activities, but whenever and if the Board of Managers or other governing body of the College shall determine it to be for the best interest of the College to devote the whole or any part of the income of the fund to uses other than those above specified such income may be applied to such uses and in such manner as the Board of Managers or other governing body may in its absolute discretion determine." Present book value, \$280,764.31.

LEONARD L. GREIF, JR. AND ROGER L. GREIF FUND

Founded Ninth Month 29, 1937, by a gift of \$1,000 from Leonard L. Greif '34, and Roger L. Greif '37, of Baltimore. The gift was unrestricted, but the Managers have set aside this fund as endowment for general purposes, the income only to be used, until otherwise determined by them. Further gifts were received from Leonard L. Greif, Jr. in part through the 1949 campaign. The present book value is \$7,000.

EDWARD M. WISTAR FUND

Founded First Month 9, 1938, by gift of \$2,500 from Edward M. Wistar '72, for endowment, the income only to be used for general purposes. Present book value, \$2,500.00.

MORRIS E. LEEDS FUND

Founded Sixth Month 26, 1941, by a gift of shares of Leeds & Northrup stock, this fund was added to by further gifts of that company's stock during the lifetime of Morris Leeds. Upon his death he bequeathed to the College three-quarters of his entire residuary estate which bequest, like the gifts made in his life, was entirely without restrictions either as to principal or income.

The fund was ordered by the Managers until otherwise directed to be included among the funds for general purposes. After an appropriation for the 1953-56 Building Program, it has a present book value of \$1,429,792.09.

J. HENRY SCATTERGOOD FUND

Founded Tenth Month, 1941, by donations totaling \$1,660, made by members of the Board of Managers in recognition of the services for 25 years of J. Henry Scattergood '96, as treasurer of the Corporation of Haverford College. A further gift of \$340 was made in 1943-44, \$200 in 1949-50, \$1,000 in 1950-51 (through 1949 campaign), \$1,000 in 1951-52 (through 1949 campaign), \$1,000 in 1952-53 (through 1949 campaign), and \$6,800 in 1953-54 (through 1949 campaign). Present book value, \$12,000.

The income of this fund is to be used in the field of international relations and to be at the disposal of the president of the College and the William Penn Professor holding the Chair in Political Science and International Relations. If the income in any year is not used for the special purposes as stated, in the discretion of the president, it may be used for general purposes. It is further provided that after Tenth Month 1, 1951 the use of the fund for other purposes, both as to principal and income, shall be subject to the direction of the Board of Managers of Haverford College.

PARKER S. WILLIAMS FUND

Founded Tenth Month 1, 1947, by unrestricted bequest of \$100,000 under the will of Parker S. Williams, Class of 1894, of Villanova, Pa., who died in 1942. The actual amount received from the executors was \$103,993.26, due to the increased value of certain investments, which were held, instead of being converted, under an agreement with the College. Income was paid to the College from time to time until the receipt of the bequest.

GILBERT C. FRY FUND

Founded Fourth Month 2, 1948, by an unrestricted gift of \$1,000 U. S. Treasury Bond from Gilbert C. Fry, of Germantown, Philadelphia, Class of 1923, in remembrance of his 25th anniversary of graduation. A new fund was set up and until otherwise ordered by the Managers, the income only will be used for general purposes. Further gifts of \$500 was made in 1949-50, \$1,000 was made in 1950-51 (through 1949 campaign), \$1,000, 1951-52, and \$1,500 in 1952-53, 1960-61, \$1,581.02. Present book value, \$6,581.02.

DANIEL B. BOYER FUND

Founded Third Month 3, 1948, with an initial gift of \$2,500 in stock from Daniel B. Boyer, Boyertown, Pa., Class of 1911. The donor's letter states: "It is my desire that the income from the stock be allocated for faculty use. If present reduced College income is not sufficient to cover current faculty needs, the Board of Managers should not hesitate to sell the shares and apply the proceeds for that purpose." A new fund was set up, and until otherwise ordered by the Managers, the income only will be used for faculty salaries.

MARRIOTT C. MORRIS FUND

Founded Ninth Month 1, 1948, by unrestricted bequest of \$10,000 from Marriott C. Morris, Class of 1885, of Germantown.

The fund is classified among unrestricted funds for General Purposes, and is included in Consolidated Investment Account. Book value, \$10,000.

1949 CAMPAIGN SALARY FUND

Founded Sept. 1, 1950 by a transfer of \$107,800 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to augment faculty salaries and for increasing, where necessary, the teaching staff to make possible the desired ratio between faculty and students.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the Capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$197,077.11.

THE RUFUS M. JONES FUND FOR ADVANCEMENT OF TEACHING

Founded Sept. 1, 1950 by a transfer of \$235,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to stimulate professional growth, encourage desirable research, make possible, short-term absences for study or to render special service, and to raise professors' salaries.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$389,605.91.

WILLIAM PYLE PHILIPS FUND

Founded on the death of William Pyle Philips, Class of 1902, of New York City, N. Y. on December 18, 1950 by the bequest of his entire residuary estate as an endowment fund in perpetuity, the principal is to be invested in such securities as the Board of Managers shall deem advisable "but at least $\frac{1}{2}$ thereof to be invested in diversified common stocks."

The income is "to be applied from time to time to such purposes as said Board of Managers in their discretion shall deem advisable, provided, however, that approximately one-half ($\frac{1}{2}$) of such income be applied to one or more of the following purposes:

"(a) Purchase for the Treasure Room of the College Library of rare books which the College would not otherwise buy and comparable with the books mentioned in *Article Third* hereof;

"(b) Bringing to the College distinguished scientists or statesmen for a lecture or series of lectures, for courses of instruction, for seminars, for research or for other academic purposes; and

"(c) Subscription to important learned periodicals, domestic and foreign, of the various humanities and sciences, purchases of back numbers of such periodicals and binding of the same for permanent preservation in the College Library." Present book value, \$3,203,898.24.

WILLIAM B. BELL FUND

Founded in Ninth Month, 1951 by partial distribution of \$19,444.44 on account of an unrestricted bequest to the College of William B. Bell, Class of 1900, of New York, and in 1953-54 a final distribution of \$14,436.47.

The fund is to be used for General Purposes and is included in Consolidated Investments Account. Present book value is \$36,178.02.

DR. THOMAS WISTAR FUND

Founded in 1952, upon the termination of a Trust by the bequest of the residuary estate of Dr. Thomas Wistar, Class of 1858, the funds are to be kept invested and the net income used for such purposes either general or special as the Managers of said College may direct. Present book value is \$25,068.15.

THE CHARLES MCCAUL FUND

Founded in 1953 by a bequest of $\frac{1}{8}$ th of the residuary estate of Mary N. Weatherly. The fund is to be known as The Charles McCaul Fund, in memory of her step-father. The income only shall be spent.

The use of the fund is unrestricted but it is the hope of the testatrix that some portion of the income may be used to provide one or more scholarships, and that the rest of the income may be used to provide *sound and conservative instruction* in the social sciences.

"It is my preference that such scholarships be awarded to students who show especial interest in the field of religion and the social sciences, but I do not specifically limit the use of the fund, having confidence in Haverford College to teach high ideals." The present book value of this fund is \$37,187.20.

ISAAC & LYDIA COPE SHARPLESS FUND

Founded in 1953 by bequest of \$5,000 from Lydia Cope Sharpless, who died Sept. 23, 1952, "in memory of my husband, Isaac Sharpless." The fund is without restriction, and has a present book value of \$5,000.

CLASS OF 1937 FUND

Founded Fifth Month 16, 1955 by a gift of \$4,500 from Margaret A. Lester and John A. Lester '96, in appreciation of the benefits rendered to their son, John A. Lester, Jr. '37.

The fund is unrestricted and has a present book value of \$4,500.

J. HORACE COOK FUND

Founded in 1955 by a bequest under the will of J. Horace Cook, Class of 1881, who died March 25, 1939, this bequest became effective on the death of Mary Fuller Cook, his widow. This fund is "to be kept . . . and the income to be used for the needs of the College as it shall see fit, but preferably for a scholarship, one to be awarded each year so there will be a student in each class receiving his tuition from this fund. Ten per cent of the net income for each and every year shall be added to principal of this Fund." Present book value, \$128,394.04.

THE FORD FOUNDATION ENDOWMENT FUND

The Ford Foundation made grants to the college on July 1, 1956 and June 27, 1957, for an Endowment Fund totaling \$345,000.

In accordance with the terms of the gift, "Until July 1, 1966, the principal of the grant shall be held by the grantee institution only as endowment, and the income

from such grant shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purposes of the institution."

THE FORD FOUNDATION ACCOMPLISHMENT FUND

The Ford Foundation also made on July 1, 1956 and June 27, 1957, two payments for an accomplishment grant in the amount of \$214,000. This grant was made in recognition of the fact the College had, with certain other institutions to whom similar grants were made, taken the lead in their regions in improving the status and compensation of American college teachers.

"The purpose of the grant shall be to advance the academic program of the grantee institution either by increases in faculty salaries or by meeting other pressing academic needs. The grant may be spent in whole or in part, from time to time, as the grantee institution may determine." Withdrawn in 1965, \$138,198.06. Present book value, \$75,801.94.

THOMAS HARVEY HAINES AND HELEN HAGUE HAINES FUND

Founded in 1956 by a bequest of one-third of the residuary estate of Helen Hague Haines, this fund was given in memory of Thomas Harvey Haines, Class of 1896. The proceeds are to be used "to promote understanding among men by research, training and teaching in the field of human relations." Present book value is \$12,426.18.

EMILY BISHOP HARVEY FUND

Founded in 1958 by a bequest of \$10,000 from Emily Bishop Harvey of Radnor, Pa., patron and friend of the College, who died November 12, 1957, this fund is without restrictions and is to be used for the general purposes of the College. Book value is \$10,000.

CLASS OF 1933 TWENTY-FIFTH ANNIVERSARY FUND

Founded in 1958 by initial gift of \$6,477.50 from the class, at its 25th reunion, the income is to be used for general College purposes at the discretion of the Board of Managers. However, the Board may use the principal, if conditions unforeseen at the time of establishment of the fund make it advisable. Present book value, \$8,932.50.

JOHN E. HUME FUND

Founded in 1959, by a bequest of one-third of the residuary estate of John E. Hume, Class of 1897, the fund is unrestricted and is to be used for general purposes. Present book value, \$35,828.17.

FREDERIC H. STRAWBRIDGE FUND

This gift was left to the College by Frederic H. Strawbridge, Class of 1887, upon his death in 1958. The fund represents the culmination of a long series of gifts made during his fifty-one years as a member of the Board of Managers. It is unrestricted, and has a present book value of \$10,000.

WILLIAM H. COLLINS FUND

Established by the bequest of the residuary estate of Julia Cope Collins, who died August 20, 1959, and who was long a devoted friend and neighbor of the College, and widow of William H. Collins, Class of 1881, for many years head of the College Building and Grounds Division, the use of this fund is to be left to "the judgment of the governing body of the College." Julia Collins states in her will that "if the income from this fund, or some part of it, could be used for scholarships for deserving students, I should approve of such use but . . . I do not restrict the use of the fund for this purpose." The present book value is \$185,110.15.

MARY FRANCES NUNNS FUND

Founded in 1960 by a bequest of \$25,000 from Mary Frances Nunns, the income is to be used for scholarships unless otherwise directed by the Board of Managers, they being empowered by the will to use the income for scholarships or general purposes. The present book value is \$25,000.

ELI NICHOLS FUND

This fund, created under the will of Eli Nichols, Class of 1912, representing one-half of his residuary estate, came into possession of the College in January, 1961 on the death of Anna E. Nichols.

By his will the fund is left to Haverford College "to be added to the general endowment funds of said College or to be used by the trustees of said College as in their judgment and discretion may be for the best interest of said College." Withdrawn in 1965, \$267,764.

The present book value of the fund is \$78,342.56.

WILLIAM GIBBONS RHOADS FUND

This fund was established in 1961, by a bequest of \$25,000 from William Gibbons Rhoads, Class of 1897, who died December 10, 1960.

His will directed that the "income from the aforesaid gift to the Board of Managers of Haverford College shall be used for visits to the College by distinguished persons in the field of the humanities and social sciences. These visits may be for a lecture, a series of lectures, for purposes of instruction, for seminars for research, or for other academic purposes. However, the income and/or principal of the fund may, at the discretion of the Board of Managers, be used for any purpose which they may consider to be of more value to the College, or the fund may be merged with the general endowment of the College and the income or principal or both used toward the general expenses of the College." The present book value is \$25,000.

PHILIP B. AND LOUISE SPAHR DEANE FUND

This fund was established in 1961 by gifts of \$10,735, from Philip B. Deane, Class of 1911 and his wife, Louise Spahr Deane of York, Pa., in gratitude for the scholarship help and educational opportunities made available to Philip Deane during his years at Haverford.

The income from this fund, on their death, is to be used for the general purposes of the College. Present book value, \$30,603.32.

CLASS OF 1911 — FIFTIETH ANNIVERSARY FUND

Established in 1961 by gifts of the Class of 1911 in celebration of their 50th anniversary, the income and principal are to be used for general College purposes. The present book value is \$5,904.81.

THE CLASS OF 1935 — TWENTY-FIFTH ANNIVERSARY FUND

Initiated in 1960 by gifts of the members of the Class of 1935, in connection with their twenty-fifth anniversary, both income and principal may be applied for the general purposes of the College. The present book value is \$7,275.67.

THE CLASS OF 1937 — TWENTY-FIFTH ANNIVERSARY FUND

The fund was established by gift from the members of the Class of 1937 upon their 25th anniversary. There are no restrictions, but it was thought that a present need was in connection with the library and the income is currently used for this purpose. Present book value is \$25,083.31.

ALLEN C. THOMAS FUND

This fund represents the gift of the residuary estate of Miriam Thomas, who bequeathed it to the College as a memorial to her father, Allen C. Thomas, for many years beloved Librarian and Professor of History at Haverford. The bequest became effective upon the death of Edward Thomas on November 16, 1962. It is unrestricted as to the use of either principal or income and has a present book value of \$25,148.45.

CHARLES E. GAUSE FUND

The fund came into the hands of the College in 1964 upon the death of a life tenant having been created under a deed of trust of Charles E. Gause, Class of 1880. It is to be used for the general purposes of the College, and has a present book value of \$21,147.97.

FUND FOR GRADUATE SCHOOL

MOSES BROWN FUND

A trust founded by T. Wistar Brown, in 1906, as a memorial to his father, Moses Brown. Transferred to the College in 1916 after his death, having at that time a par value of \$372,821.91 and book value of \$318,823.56. Present book value, \$403,726.52. The fund was created to establish a graduate course in religious study in harmony with and supplementary to the teaching and study provided for by the John Farnum Brown Fund. The income only is to be used; at least ten per cent of the total income must be capitalized each year. The unused income, if any, is likewise capitalized at the close of each fiscal year. The graduate school supported by the Moses Brown Fund was designated "The Thomas Wistar Brown Graduate School." In 1927 the former separate school was discontinued and eight graduate scholarships were created.

In 1937-1938, arrangements were first made for cooperation in courses with Pendle Hill, a school for religious education under the care of Friends, located at Wallingford, Pa.

FUNDS FOR INFIRMARY

INFIRMARY ENDOWMENT FUND

Founded in 1911 from subscriptions totaling \$9,072.55, raised among alumni and friends of the College. The income is used toward the expenses of the Morris Infirmary. Present book value, \$9,653.44.

JOHN W. PINKHAM FUND

Founded in 1911 by legacy of \$5,000 from Dr. John W. Pinkham, 1860, being transmitted by gift from his widow, Cornelia F. Pinkham. There are no binding conditions, but as she expressed an interest in the Morris Infirmary, then building, the Board of Managers directed that the income of this fund should be used in the support and maintenance of the Infirmary. Present book value, \$5,059.50.

FUND FOR HAVERFORD UNION

HAVERFORD UNION FUND

Founded in 1920 by gift from the former Haverford Union members of \$1,000 par value of bond at book value of \$800 and \$678.59 cash, and all the personal property in the Union from the Haverford College Union. The College assumed the responsibility for the care of the building First Month 16, 1920. The income is used toward the maintenance of the Union building. Present book value, \$1,878.82.

FUNDS FOR SCHOLARSHIPS

THOMAS P. COPE FUND

Founded in 1842 by gift of sixty shares of Lehigh Coal and Navigation Co. stock, par value \$3,000, from Thomas P. Cope. Present book value, \$5,257.82. The income only is to be used "for the education of young men to qualify them to become teachers, but who are not of ability to pay their own schooling." This fund sustains the Thomas P. Cope Scholarships.

EDWARD YARNALL FUND

Founded in 1860 by bequest of \$5,000 from Edward Yarnall. Present book value, \$6,069.23. The income only is to be used for "the support of free scholarships." The fund sustains the Edward Yarnall Scholarships.

ISAIAH V. WILLIAMSON FUND

Founded in 1876 and increased in 1883 by gifts of sundry ground rents from Isaiah V. Williamson. Present book value, \$19,817.40. The income only is to be used for free scholarships. The fund sustains the Isaiah V. Williamson Scholarships

RICHARD T. JONES SCHOLARSHIP FUND

Founded in 1885 by bequest of \$5,000 from Jacob P. Jones as a memorial to his late son, Richard T. Jones, 1863. The income only to be used to sustain the "Richard T. Jones Scholarship." Present book value, \$5,056.25.

MARY M. JOHNSON SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Mary M. Johnson. Accrued interest before payment to the College increased the fund by \$3,062.95. The bequest was to establish a "perpetual scholarship." The fund sustains the Mary M. Johnson Scholarships. Present book value, \$7,013.61.

SARAH MARSHALL SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Sarah Marshall. Accrued interest before payment to the College increased the fund by \$2,589.49. The bequest was to establish a "perpetual scholarship." The fund sustains the Sarah Marshall Scholarships. Present book value, \$7,919.76.

CLEMENTINE COPE FELLOWSHIP FUND

Founded in 1899 by gift of \$25,000 from Clementine Cope. The gift was to establish the "Clementine Cope Fellowship Fund to assist worthy and promising graduates of Haverford College in continuing their course of study at Haverford or at some other institution of learning in this country or abroad." The selection of the Fellows is made by the Board of Managers upon nomination by the faculty. Present book value, \$22,845.86.

ISAAC THORNE JOHNSON SCHOLARSHIP FUND

Founded in 1916 by gift of \$5,000 from Isaac Thorne Johnson '81. Present book value, \$10,234.13. The gift was to establish "The Isaac Thorne Johnson Scholarship to aid and assist worthy young men of Wilmington Yearly Meeting or of the Central West to enjoy the privileges of Haverford College." Unused income is added to the principal of the fund.

CASPAR WISTAR MEMORIAL SCHOLARSHIP FUND

Founded in 1920 by gift of Edward M. and Margaret C. Wistar of \$5,000 par value in bonds in memory of their son, Caspar Wistar, of the Class of 1902, who died in Guatemala in 1917 while engaged in mission service in that country. The income only is to be used for scholarships, primarily for sons of parents engaged in Christian service, including secretaries of Young Men's Christian Associations, or students desiring preparation for similar service in America or other countries. A further gift of Miss Raquelita Wistar of \$4,228.13. was received. Present book value, \$11,662.39.

J. KENNEDY MOORHOUSE SCHOLARSHIP FUND

Founded in 1926 by gifts totaling \$3,000, with \$1,000 added in 1926, and \$1,000 in 1928 and \$1,000 in 1929 from the Class of 1900 in memory of their classmate, J. Kennedy Moorhouse. The scholarship provided by this fund is "to be awarded, whenever a vacancy shall occur, to the boy ready to enter the freshman class, who in the judgment of the president of the College appears best fitted to uphold at Haverford the standard of character and conduct typified by J. Kennedy Moorhouse, 1900, as known to his classmates: A man, modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living." Present book value, \$5,155.85.

LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

Founded in 1928 by gift of \$5,000 from Triangle Society, as follows:

"The Triangle Society of Haverford College herewith presents to the Corporation of Haverford College, a fund of Five Thousand Dollars (\$5,000) to be hereafter known and designated as the 'Louis Jaquette Palmer Scholarship Fund';

"This fund represents contributions from the members of the Triangle Society of Haverford College who have been thus inspired to perpetuate the memory of their fellow member, Louis Jaquette Palmer, of the Class of 1894, one of the founders of the Triangle Society, whom they admired for his cooperative spirit and constructive interest in student and community welfare. The fund is placed with the Corporation of Haverford College with the understanding:

"That such student shall be selected from a list of those eligible for entrance to Haverford College, who shall have combined in his qualifications the fulfillment of such conditions as apply to applicants for the Rhodes Scholarships under the terms of its creation, and furthermore that the student so selected and entered in Haverford College may continue to receive said scholarship fund throughout his course at College, subject to the approval of the Committee, otherwise preference shall be given to applications for the freshman class;

"That the selection of said student and the determination of the qualities and conditions hereinbefore mentioned shall be subject to the decision and control of a committee of three (3), which committee shall be composed of two (2) members of the Triangle Society and the president of Haverford College, the said members of the Triangle Society to select and recommend the applicants and the committee as a whole to determine their qualifications and eligibility.

"Finally, in the event that no student is selected by the Triangle Society or that a vacancy occurs, the income from said funds and any additions shall accumulate as provided under the customary rules and regulations of the Corporation of Haverford College."

This fund has further been added to by yearly contributions from members of the Triangle Society. Present book value is \$17,722.13.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP FUND

Established in 1931 by bequest of \$5,045.60 from Mary Newhall in memory of her father, Paul W. Newhall, a Manager, 1844-48, for the establishment of a scholarship fund. The income only to be used for free scholarship purposes. Present book value, \$5,045.60.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIP FUND

Founded in 1935 by gift of \$750, \$2,000 each year, 1936 to 1940, and in 1942; \$2,500 in 1941; \$1,000 in 1943; \$1,000 in 1944; \$2,000 in 1945; \$2,000 in 1947-1948, \$1,000 in 1949-1950, by Harry M. Zuckert, New York, in memory of his son, Robert Martin Zuckert, of the Class of 1936, who was killed in an accident in June 1935. The income is to be used for scholarship and the donor said, "I should prefer a boy who is a native of New York or Connecticut and who now resides in one of those States." Present book value, \$22,250.00.

SAMUEL E. HILLES ENDOWMENT

Founded in 1935 by gift of \$5,000 from Mrs. Mina Colburn Hilles, of Orlando, Fla., in memory of her husband, Samuel E. Hilles, Class of 1874, formerly of Cincinnati, who died in 1931. This fund was created under a trust deed with Central Title and Trust Co., Orlando, Fla., to which annual reports are to be made. The income only is to be used for scholarships for worthy students who are unable to finance their expenses at Haverford College. Present book value, \$5,017.31.

CLASS OF 1913 SCHOLARSHIP FUND

Founded Fourth Month 15, 1937, by gift of \$3,000 from Class of 1913 for the endowment of scholarship aid. The income only is to be used for scholarship aid, to be awarded annually to a worthy student of any undergraduate class. Preference is to be given to sons of members of the Class of 1913 who may apply and who meet the usual requirements of the College. Present book value, \$3,000.

THE AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIP FUND

Founded Fifth Month 31, 1939, by gift from two anonymous friends of Dr. Augustus Taber Murray '85, by gifts of \$20,000 par value of securities subject to annuity during their lives, and with permission to use principal for the annuity payments, if necessary.

Upon the deaths of the two annuitants, the remaining principal shall be held in a fund, the "Income to be used for scholarships in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885, and for many years a professor of Leland Stanford University, the fund to be known as 'The Augustus Taber Murray Research Scholarship.' The scholarships in English literature or philology, the classics, German literature or philology (in order of preference) shall be awarded upon such terms and conditions as the College may from time to time establish to students who have received the bachelor's degree at Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy or such degree as may in the future correspond to that degree."

The amount of the scholarship is to be \$900 a year whenever awarded, and only unmarried students are eligible to hold it. Present book value, \$30,633.23.

THE CLASS OF 1917 SCHOLARSHIP FUND

Founded Seventh Month 13, 1942, by initial gift of \$2,000 from the Class of 1917, John W. Spaeth, Jr., treasurer, as a Twenty-fifth Anniversary gift. A further gift of \$250 was made at the same time to cover the first two years of a scholarship of \$125 per year. Preference is to be given to a son of a member of the Class of 1917. The income only is to be used for a scholarship to the extent of \$150 per annum. This was increased to \$200 per annum in 1947-1948. Further contributions from the members of the Class of 1917 are to be applied in the following order:

(1)—To supplement the annual income from the principal sum of \$2,000, so that the annual scholarship stipend shall be \$150 (increased to \$200 in 1947-48, increased to \$300 in 1949-50, increased to \$500 in 1952-53), or as near that sum as may be;

(2)—To add to the principal sum any surplus of these annual contributions not needed to serve the purpose of (1). Since the scholarship stipend for the years 1942-1943 and 1943-1944 was already provided for by the additional \$250 already contributed by the Class of 1917, the annual contributions from the class in these two years was added at once to the principal sum of \$2,000, thus serving the purpose of (2) above. Further contributions have been made annually to make their present book value \$11,200.

DANIEL B. SMITH FUND

Founded Tenth Month 6, 1943, by gift of \$2,500 from Anna Wharton Wood, of Waltham, Mass., who died in 1944. This was increased Fifth Month 24, 1945 by a bequest of \$2,500 made by Miss Esther Morton Smith, of Germantown, Philadelphia, who died Third Month 18, 1942, by a further bequest by Dorothea Atwater Smith of \$5,000 March 10, 1958.

This fund is established by the granddaughters of Daniel B. Smith "in loving memory of their grandfather and his intimate association with the early years of the College."

The income is to be used, in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be given to a descendant of their father, Benjamin R. Smith, if any such should apply. Present book value, \$10,000.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND

Founded Eleventh Month 1, 1943 by bequest of \$75,534.58 from Joseph T. Hilles, 1888, in memory of his mother "Sarah Tatum Hilles."

The will directs that the income be used "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; they are to be awarded by the Managers upon "needy and deserving students," and to be known as "Sarah Tatum Hilles Memorial Scholarships."

It is estimated that 12 scholars can be thus provided for at present. Present book value, \$75,534.58.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

Established Second Month 2, 1944, by gift of \$200 from Mrs. Elihu Grant to supplement the simultaneous transfer of \$803.73 to this new fund from Donations Account, being the balance of donations made by Dr. Grant during his lifetime to the Beth Shemesh account, and \$75 realized from the sale of some of his books. Mrs. Grant has made a further gift of \$1,000 in 1943-44 and \$2,000 in 1944-45. And, Grant Foundation, Inc., gave \$10,000, also in 1944-45. Mrs. Grant made a further gift of \$1,000 in 1945-46. In 1949-1950 in connection with the campaign, the Grant Foundation made a further gift to the College of \$25,000, to be added to this fund.

With the donor's approval, the terms of the fund are as follows:

"Founded in 1944 to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938, a member of the College faculty. The income from this fund is applied to scholarship assistance to students in the humanities, primarily those specializing in the study of Biblical literature and Oriental subjects, and is limited to those whose major subject has been approved by the College faculty. In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College." If conditions change, the Managers are given power to change the use of the fund. In making the additional grant in 1949-50, the Foundation stated that "the income from this present gift may be allocated as scholarship or fellowship awards by the proper authorities of the College to undergraduate or graduate students without restriction as to courses of studies." Present book value, \$41,375.01.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP FUND

Founded Sixth Month 13, 1946 by a gift of \$8,000 from Madeleine Seabury Febiger, of Philadelphia, in memory of her husband, Christian Febiger, Class of 1900.

On Third Month 18, 1949 a bequest of \$9,050 was received from the executors of Mrs. Madeleine Seabury Febiger, who died September 27, 1947, and was added to this fund.

The income only is to be used in paying the tuition or other college expenses of worthy, needy students at Haverford College. Present book value, \$17,050.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP FUND

Founded 2nd Month 10, 1947 by gift of \$5,000 from Mrs. Mary E. B. Markley of Ann Arbor, Michigan, widow of Joseph L. Markley, A.B. '85, M.A. '86, who was professor of mathematics at University of Michigan. The gift was made "to be held as an endowment fund in memory of Joseph L. Markley of the Class of 1885, the income of which is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need."

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIP FUND

Founded 2nd Month 24, 1947 by initial gift of \$10,000 from Dr. Joseph C. Birdsall, Class of 1907, of Haverford, Pa., "for the establishment of a new fund to be known as Joseph C. and Anne N. Birdsall Scholarship Fund, the income only to be granted each year, in the discretion of the faculty of Haverford College, as scholarship aid to some student or students of Haverford College who are preparing for medicine—the selection to be upon the basis of character, scholarship and financial need." Further gifts 1947-48, \$5,000; 1948-49, \$5,000; 1949-50, \$5,000 1956-57, \$5,000. Present book value, \$30,000.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP FUND

Founded by gifts made First Month 20 and Second Month 17, 1948, totalling \$3,000, by Mr. and Mrs. Daniel E. Davis, of Sewickley, Pa., to establish the Daniel E. Davis, Jr. Memorial Scholarship Fund, in memory of their son, ex Class of 1944, who was killed in aerial warfare in the Pacific.

The income from the fund is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need.

JONATHAN M. STEERE SCHOLARSHIP FUND

Founded Twelfth Month 28, 1948 by gift of \$2,300 from Jonathan M. Steere, Class of 1890. Classified among the Scholarship Funds and included in Consolidated Investment Account.

The donor's provisions governing the use of the fund are as follows: "With this stock, or its proceeds, I wish to establish a fund for a scholarship primarily for a graduate of Moses Brown School, Providence, R. I., now under the care of New England Yearly Meeting of Friends. Should the scholarship not be awarded in any one year to a graduate of Moses Brown School, it may be awarded to someone else, preferably from New England, in the discretion of the College. If advisable, it may be given to more than one boy in any year. My preference is that it be awarded to a member of the Society of Friends, but I do not so restrict it. Should the time come when, for any reason, scholarships may not be needed or desirable, having full confidence in the management of the College, I wish that both the principal and the income be used as the College in its sole discretion shall determine.

"I suggest that at the College it be known as the 'Moses Brown School Scholarship', and at the School as the 'Haverford Scholarship'." A further gift of \$4,985 was made in 1949-50 and \$2,715 in 1950-51.

Upon his death on September 21, 1958, \$10,000 was added by bequest to the fund making the present book value \$20,000.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP FUND

Founded Tenth Month 1949 by gift of \$15,000 from Miss Mary Graham Tyler in memory of her father, William Graham Tyler, Class of 1858. Formerly of Philadelphia, William Graham Tyler took an active part in civic improvement in New Jersey and in Iowa, and was concerned with the advancement of Friends Education at both William Penn College and Haverford College.

The income from the fund is to be granted each year, in the discretion of the College, as scholarship aid to some student or students on the basis of character, scholarship, and financial need. Preference is to be given to students from Oskaloosa, Iowa, or William Penn College in that state.

1890 MEMORIAL SCHOLARSHIP FUND

Founded in March 1950 by a gift of \$2,500 from Andrew L. Lewis of Worcester, Pennsylvania, in memory of his father, John F. T. Lewis, of Class of 1890, "and in recognition of his father's friendship with the members of his class."

The income from this fund is to be awarded as a scholarship by the College to a deserving student. Since in the beginning the income from this fund will not be large enough to furnish an entire scholarship it may be used in conjunction with some other scholarship to insure aid of material size. Increased by \$100 in 1951-52, \$100 in 1952-53 and \$100 in 1961-62. Additional gifts of Andrew L. Lewis in 1963-64 of \$500; 1964-65, \$1,000. Present book value, \$4,300.

1949 CAMPAIGN SCHOLARSHIP FUND

Founded Sept. 1, 1950 by a transfer of \$38,610 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds available for scholarships, in order to maintain the quality and increase the diversity of the student body and to carry on the tradition that personal merit rather than ability to pay is the primary entrance qualification.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$51,411.96.

MAX LEUCHTER SCHOLARSHIP FUND

The plan for this fund was evolved during the life of Max Leuchter, who died in 1949, and carried out upon his death by his wife Cecila P. Leuchter and his sons, Ben Z. Leuchter and Joel C. Leuchter. Self educated after completion of grade school, becoming editor and publisher of the Vineland *Times Journal*, Max Leuchter wished to benefit the College to which he sent his son, and which he had come to greatly admire.

The purpose of the donors in making this gift in 1950 of \$10,000 was to "create a scholarship which shall be given yearly to a student whose need can be demonstrated, whose academic performance meets the College requirements, and who, in addition, gives promise of making an outstanding contribution to the life of the College through his breadth of interest, his love of hard play and of hard work."

The scholarship shall be in the amount of \$300 in the beginning. It may be given to a new student each year or to one student through each of his four years. All income received above \$300 shall be capitalized each year.

"When the income from the fund has reached proportions such that an additional scholarship of \$300 can be awarded, and that at the same time at least \$300 can be returned to the fund, the additional award shall then be made.

"It is the further wish of the donors that, while their interests are primarily as stated above, should the Board of Managers of the College be faced with circumstances which cannot be foreseen now, the Board may, at its discretion, use the income from the fund for College purposes other than the scholarship purposes." The present book value is \$16,769.44.

A. CLEMENT WILD SCHOLARSHIP FUND

Founded in 1951 by a first gift of \$4,087.50 of Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from the fund is to be used for a scholarship or scholarships, to be granted without restrictions in the discretion of the College.

In making the gift the donor, though reiterating the freedom from restrictions, expressed the feeling that as A. Clement Wild was born in England, becoming a naturalized American citizen, a grant to an English exchange student or someone in a similar category would be appropriate. Increased by \$4,625 in 1951-52; \$4,300 in 1952-53; in 1953-54 \$4,100; in 1954-55 \$5,300; and in 1955-56 \$2,587.50. The present book value is \$25,000.

CAROLINE CHASE SCHOLARSHIP FUND

Founded December 10, 1951 by payment on a bequest of part of the residue of the estate of Caroline Chase, daughter of Thomas Chase, one time president of the College, of Providence, Rhode Island, whose will provided:

"This gift is made as an expression of my father's enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature.

"It is my intention that the said share given to said Haverford College shall be used for any of the educational purposes of said College according to the discretion of the president of the time being."

Present book value of the fund is \$6,245.11.

ROY THURLBY GRIFFITH MEMORIAL FUND

Founded in 1953 by a legacy of \$5,000 from Grace H. Griffith, who died April 14, 1952, in memory of Roy Thurlby Griffith, Class of 1919. "The income therefrom to be used for a scholarship or scholarships for such individual or individuals as in the judgment of the trustees of said College shall be deserving of the same. The trustees of said College shall have full power and discretion to determine the number of scholarships, the amount of such scholarships, and the recipients of the same, but it is my desire that wherever possible preference shall be given to boys who have no father and who are in need of financial assistance." Present book value, \$5,000.

CLASS OF 1904 SCHOLARSHIP FUND

Founded June 4th, 1954 in commemoration of its fiftieth anniversary by the Class of 1904 and the families of its deceased members, the fund is to be used for scholarship purposes and has a present book value of \$10,000.

INAZO NITOBÉ SCHOLARSHIP FUND

Founded in 11th Month 1955 by a bequest of \$10,000 under the will of Anna H. Chace of Providence, R. I. The fund became payable upon the death of her sister Elizabeth M. Chace.

"The income, or so much thereof as said College may deem best, (is) to be used and applied for the education at said Haverford College of a Japanese student

who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship." Present book value, \$10,000.

THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

Founded February 1956, by a gift of \$1,000 from The Summerfield Foundation, and added to by additional gifts, this fund is to be added to the endowment of the College; the income is to be used for scholarship purposes. Present book value, \$10,000.

W. LACOSTE NEILSON SCHOLARSHIP FUND

This fund was established in June 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory.

The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts. The present value of this fund is \$12,575.

WALTER R. FARIES SCHOLARSHIP FUND

Founded in 1959 by a gift of securities from Walter R. Faries, Class of 1916, the fund is to be administered in accordance with an agreement with the donor.

Upon the death of certain annuitants "all income thereafter shall be used to provide partial or full scholarships for future students at Haverford with the understanding that leadership qualities rather than scholastic ability alone shall be considered as far as practicable in making such award. If changing circumstances in years to come shall, in the judgment of the Board of Managers of Haverford College, make the original purpose of this fund impracticable or undesirable, such Board shall have the power to use the income for other purposes of the College." Present book value, \$86,069.32.

RUFUS MATTHEW JONES SCHOLARSHIP FUND

Founded Twelfth Month 23, 1959, by initial gifts of \$1,500 from Clarence E. Tobias, Jr. of Cynwyd, Pennsylvania, as a testimonial to Rufus Jones and in gratitude for "the excellent educational facilities Haverford provided for me and my son," the principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipients will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes addition to the fund from anyone who might be interested.

If changing circumstances in future years make it advisable, the provisions for use of this fund may be changed by the Board of Managers on the recommendation of the president of the College and the chairman of the Department of Philosophy. The present book value is \$2,000.

CLINTON P. KNIGHT, JR. NEW ENGLAND SCHOLARSHIP FUND

This fund was established in 1961 by a gift of \$5,465.98 from the Haverford Society of New England, representing accumulated contributions from its members over a period of years while they were maintaining a \$500 annual scholarship at the College.

By agreement of the Board of Managers, a portion of the contribution made during 1961 by members of the Society to the Haverford College Development Program was added to the fund at its inception to bring the total to \$12,500. The income, and principal, if necessary, is to be used to maintain annual scholarships of at least \$500, with preference to be given to a student from the New England area. If at some future time changing conditions make it inadvisable to continue on these terms, the Board of Managers shall have discretion to use the principal or income for other purposes. Provision has been made by the donor for additions by anyone interested in the purposes of the fund.

At the request of the Haverford Society of New England, in recognition of the leading part played by Clinton P. Knight, Jr. '16, in the establishment and building up of this fund, it has been named in his honor. The present book value is \$12,800.

GEORGE A. KERBAUGH SCHOLARSHIP FUND

This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide for additional badly needed stands for Walton Field.

At the time the stands were given in 1947-49 it was agreed that the income derived from the stands preferably would be used for improving the athletic facilities of the College as determined by the administration after consultation with the Triangle Society. Changing conditions with regard to admission charges and fluctuations in attendance made it so difficult to arrive at a satisfactory determination of the exact income which these new stands produced that it was decided, in lieu of the previous arrangement, to establish a second Triangle Scholarship of \$700 per annum drawn from the general funds appropriated for scholarships, this being the equivalent of 5% income on the original investment in the stands.

George Kerbaugh's many services to the College included his chairmanship of the committee which raised the funds for the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

THE F of x SCHOLARSHIP FUND

This fund was established by a bequest from Legh Wilber Reid, who died April 3, 1961, and who was the esteemed professor of mathematics at the College for 34 years.

His will provides that the sum of \$10,000 should be invested in a scholarship fund to be known as "The F of x Scholarship." The income from this fund is to be available "to a student entering either the Sophomore, Junior or Senior class in mathematics . . . and who has completed with credit the class in Freshman mathe-

matics at Haverford College, and who shall have shown a real interest in mathematics and gives promise for the future of his work in that subject." The present book value of the fund is \$10,000.

M. A. AJZENBERG SCHOLARSHIP FUND

"Established in 1962 in memory of M. A. Ajzenberg for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City." Additional gift of Mr. & Mrs. Walter Selove, \$10,000. The present book value is \$17,000.

THE CLASS OF 1912 SCHOLARSHIP FUND

The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912.

The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student. Present book value is \$7,257.

THE CLASS OF 1936 SCHOLARSHIP FUND

Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction. However, the Board of Managers may use the income or principal for other purposes, if in their opinion conditions unforeseen at the time of establishment make it advisable. Present book value is \$30,130.82.

ARCHIBALD MACINTOSH SCHOLARSHIP FUND

This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes. Present book value is \$6,072.13.

FUNDS FOR THE LIBRARY

ALUMNI LIBRARY FUND

Founded in 1863 by contributions from the alumni and other friends of the College. In 1909 the unexpended balance (about \$5,000) of a fund of \$10,000 raised in 1892, and known as the "New Library Fund," was merged into the Alumni Library Fund. Present book value, \$17,435.06. The income is used for binding and miscellaneous expenses of the Library.

MARY FARNUM BROWN LIBRARY FUND

Founded in 1892 by gift of \$20,000 from T. Wistar Brown, executor of the Estate of Mary Farnum Brown. Additions were made by T. Wistar Brown in 1894, \$10,000 for a lecture fund, and in 1913, \$20,000. In 1916, after T. Wistar Brown's death, there was added to this fund \$34,499.78 par value of securities, book value, \$30,149.78, being a trust which he had created for this purpose in 1908 and to which he had made additions in subsequent years. Present book value, \$68,367.01. The purpose of this fund (except \$10,000) is for the increase and extension of the Library. The income only is to be used for the purchase of books, and one-fifth of same is to be spent for books promoting the increase of Christian knowledge. The books purchased with the income of this fund are marked by a special book-

plate. The income of \$10,000 of the fund is to provide for an annual course of lectures upon Biblical subjects designated "The Haverford Library Lectures." Unused income from the fund, if any, must be capitalized at the end of each fiscal year.

WILLIAM H. JENKS LIBRARY FUND

Founded in 1910 by gift of \$5,000 from Hannah M. Jenks, widow of William H. Jenks. The fund was first known as "Special Library Fund," but after the death of Hannah M. Jenks was changed, in 1916, to "William H. Jenks Library Fund." The purpose of this fund is that the income shall be used for the care of the collection of Friends' books made by William H. Jenks and given by his widow to Haverford College, and to make appropriate additions thereto. Any income not used for these purposes may be used toward the general needs of the Library. Present book value, \$5,000.

MARY WISTAR BROWN WILLIAMS LIBRARY FUND

Founded in 1914 by gift of \$20,000 from Parker S. Williams '94, as a memorial to his late wife, Mary Wistar Brown Williams. The income only is to be used for the purchase of books for the Library, preferably books coming within the classes of history, poetry, art, and English and French literature. The books purchased with the income of this fund are marked by a special book-plate. Present book value, \$20,306.74.

ANNA YARNALL FUND

Founded in 1916 by residuary bequest of \$13,000 par value of securities with book value of \$7,110, and one-half interest in suburban real estate from Anna Yarnall. Additional amount under bequest was received in 1918. Present book value, \$173,078.14. The real estate was sold in 1923 and netted the College \$164,820.50. The bequest was made for the general use of the Library. The testatrix says, "I do not wish to restrict the Managers as to the particular application of this fund, but desire them to use the income arising from it as in their best judgment and discretion shall seem best, for the purchase of books and manuscripts, book cases, rebinding of books, and, if need be, the principal or portions thereof, or the income or portions thereof, for additions to the present Library building, or the erection of new Library buildings. I direct that all books purchased with this fund shall be plainly marked 'Charles Yarnall Memorial' in memory of my father, Charles Yarnall."

F. B. GUMMERE LIBRARY FUND

Founded in 1920 by gift of \$635.41, raised among the students by the Students' Association of the College as a memorial to Professor Francis Barton Gummere. The income only is to be used to buy for the Haverford College Library books on the subjects that he taught or was interested in.

The Students' Association voted to raise twenty-five dollars for a special shelf in the Library to be known as the "F. B. Gummere Memorial Shelf." This shelf, with its proper inscription, holds the books purchased by this fund. Present book value, \$635.47.

EDMUND MORRIS FERGUSSON, JR. CLASS OF 1920 MEMORIAL FUND

Founded in 1920 by memorial gift of \$1,000 from the family of Edmund Morris Fergusson, Jr., Class of 1920, who died at the College in his Senior year. The income only is to be used for the maintenance and increase of the Library's Department of English and American literature. The books purchased with the income of this fund are marked by a special book-plate indicating its source. Present book value, \$1,002.34.

CLASS OF 1888 LIBRARY FUND

Founded Sixth Month 15, 1938, by gifts totaling \$5,250 from members and families of the Class of 1888, on the occasion of their fiftieth anniversary. The conditions of the gift are as follows:

- (1) A fund is to be established, to be known as "The Class of 1888 Library Fund."
- (2) The income only of this fund is to be used exclusively for the purchase of books for the Haverford College Library, except as noted below (in Clause 6).
- (3) The fund established now will be added to later by gift or bequest.
- (4) Members of the Class also expect to donate books to the Library, with the understanding that when such books are duplicates of books already in the Library, they may be exchanged for books needed, or sold, and the money so obtained used in the same way as the income of the fund.
- (5) All books purchased by the income of the fund (or obtained as in 4) are to be provided with a special book-plate to be furnished by the Class.
- (6) Income from the Class Fund or moneys obtained by sale of duplicate books may, when necessary, be used for binding or repair of books designated as belonging to the Class collection. Additional donations were made as follows: \$500 in 1939-40; \$100 in 1943-44; \$500 in 1944-45 and \$200 in 1945-46. Present book value, \$6,550.

CLASS OF 1918 LIBRARY FUND

Founded Third Month 24, 1938 by gift from the Class of 1918 in commemoration of their twentieth anniversary. The gift was \$1,753.52 of which \$500 was spent for a portrait of the late Rayner W. Kelsey, professor of history, who died Tenth Month 29, 1934; and the balance of \$1,253.52 was used in establishing a new Library Fund, the income to be used for books. Present book value, \$1,253.52.

QUAKERIANA FUND

Founded 1st Month 8, 1947, by gift of \$600 from President Emeritus William Wistar Comfort '94, as explained in letter from him as follows: "In 1940 some alumni gave me a sum of money to buy books for myself. This I have done, and now there remains \$600 which I wish to make over to the Corporation, the interest of which may provide books or manuscripts for the Quaker collections. As a compliment to the donors of the fund, I should like the enclosed book-plate to be inserted in such future purchases."

**MOHONK FUND
FOR THE RUFUS JONES COLLECTION OF MYSTICISM**

Founded Third Month 21, 1949 by gifts totaling \$1,500 from members of the Albert K. Smiley family of Mohonk Lake, N. Y.

The gift was made "to make possible additions to the Rufus Jones Collection on Mysticism in the College Library," with the further provision that "it may be used at the discretion of Haverford College, if the purpose for which it is intended should no longer be applicable or desirable."

The fund is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$1,500.

RUFUS M. JONES BOOK FUND

Founded Seventh Month 11, 1949 from bequest of \$5,000 through a deed of trust established by Rufus M. Jones during his life, "the income only to be used for the purchase of books on mysticism, to be added to the collection of books on that subject," which he turned over to the College a few years before his death.

The fund is designated as the Rufus M. Jones Book Fund, is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$5,000.

1949 CAMPAIGN LIBRARY FUND

Founded Sept. 1, 1950 by a transfer of \$22,100 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds with which to buy books, and thus maintain the excellence of the Library.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$38,143.03.

**THE CLASS OF 1909
RUFUS M. JONES MEMORIAL LIBRARY FUND**

Income from this fund, established by the Class of 1909 at the 50th Anniversary of its graduation as a memorial to Rufus M. Jones, is to be used for the purchase of books or special reproductions of rare books, in the area of the humanities, especially in the fields of mysticism, religion, philosophy and literature as representative of the interests of Rufus M. Jones. Present book value, \$2,336.47.

RAYNER W. KELSEY FUND

This fund was established by a gift of \$1,000 from Naomi B. Kelsey, widow of Rayner W. Kelsey, who was for many years professor of American history and a curator of the Quaker Collections.

The income is to be used to strengthen the Library collection of books and to promote sound scholarship in the field of American history. The present book value is \$1,000.

THE SARA AND FRANCIS PAWLING FUND

This fund came into being upon the death of Allison B. Wesley on January 19, 1962, a friend for many years of the Library.

By her will she left certain of her property to establish a fund "to be used as the Library board sees fit." The present book value of the fund is \$13,640.96.

JOSEPH R. GRUNDY LIBRARY FUND

This fund was established in 1963 by a grant of \$75,000 from the Joseph R. Grundy Foundation.

The purpose of this grant is to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particularly the southeastern Delaware Valley, which would include Burlington County, New Jersey and contiguous areas, with special emphasis on the Society of Friends and the contributions by members of that faith in the development and cultural life of this section of America.

It is understood that both principal and income may be spent in carrying out the above purposes. Present book value, \$70,600.

FUNDS FOR PENSIONS

PRESIDENT SHARPLESS FUND

Founded in 1907 by contributions from interested friends of the College, finally amounting to \$40,000. Present book value, \$41,237.08. The income is to be used for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

WILLIAM P. HENSZEY FUND

Founded in 1908 by gift of \$10,000 from William P. Henszey, donated in connection with the raising of the President Sharpless Fund, but kept as a separate fund. Increased in 1909 by legacy of \$25,000 from William P. Henszey. Present book value, \$36,758.66. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

JACOB P. JONES BENEFIT FUND

Founded in 1909 and increased in 1910 by proceeds of land sold for account of Jacob P. Jones legacy. Present book value, \$68,113.78. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the

Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

PLINY EARLE CHASE MEMORIAL FUND

Founded in 1909 by transfer to the College of a fund raised in 1887 in memory of Professor Pliny Earle Chase, and amounting to par value of \$4,173.04. The income of this fund is used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. This income is transferred annually to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. Present book value, \$3,272.24.

HAVERFORD COLLEGE PENSION FUND

Founded in 1920 and added to since, being accumulations of income from the President Sharpless Fund, the William P. Henszey Fund, the Jacob P. Jones Benefit Fund and the Pliny Earle Chase Memorial Fund, not needed for pensions. Present book value, \$84,446.95. The income from this fund, together with the income from the four above-mentioned funds, is used for old style pensions. Income not needed for pensions was capitalized until 1932. Now the old style pensions call for more than the income of all these Pension Funds. When the proper time comes in an actuarial sense, the principal of this fund can be used as well as the income for the old style pensions until they cease.

FUNDS FOR SPECIAL PURPOSES

THOMAS SHIPLEY FUND

Founded in 1904 by gift of \$5,000 from the late Samuel R. Shipley as a memorial to his father, Thomas Shipley. Present book value, \$5,248. The income only to be used for lectures on English literature at the College. In case of actual need, at the discretion of the president of the College, the income can be used for general expenditures.

ELLISTON P. MORRIS FUND

Founded in 1906 by gift of \$1,000 from Elliston P. Morris, 1848. The income is to be used as a prize for essays to be written by students on the subject of arbitration and peace. "The Elliston P. Morris Prize" of \$40 is given in each year, the competition being open to all undergraduates and to graduates of not more than three years standing.

In 1929, it was determined, with the consent of the family of Elliston P. Morris, that when the prize is not awarded the income may be used for the purchase of library books on arbitration and peace. Present book value, \$1,126.75.

JOHN B. GARRETT READING PRIZE FUND

Founded in 1908 by a gift of \$2,000 par value of bonds by the late John B. Garrett, 1854. It was the purpose of the donor to ensure the permanence of a prize or prizes for systematic reading, which he had given for a number of years. The prizes were not awarded from 1922 to 1939 on account of default of the bonds. Reorganization has resulted in 1939 in sufficient recovery of value to provide again for this prize. Present book value, \$4,197.87.

SPECIAL ENDOWMENT FUND

Founded in 1909 by gift of \$12,000 par value of bonds, book value \$11,800, from an anonymous donor. The income only of this fund to be used "to furnish opportunity for study of social and economic and religious conditions and duties connected therewith, especially from a Christian point of view." The income is used toward the expenses of Summer Schools for Religious Study, which have been held at Haverford and Swarthmore Colleges from time to time and also for religious education under Friends' care.

On Fifth Month 16, 1930, the Managers adopted the following amendment, made at the suggestion of the donor, now revealed to be John Thompson Emlen, 1900: "If, however, it shall in the course of time be deemed advisable by the president and the Managers that the income of this fund can be used more profitably by the College for other purposes than those herewith stated, it is my desire that they shall act in accordance with their judgment." Present book value, \$9,227.07.

SCHOLARSHIP IMPROVEMENT PRIZE FUND

Founded in 1913 by gift of \$2,000 par value of bonds, book value \$1,200, from John L. Scull '05. Present book value, \$2,296.88. The income only to be used to establish two prizes of \$50 and \$45 annually to the two students in the graduating class showing the most marked and steady improvement in scholarship during their college course.

ELIZABETH P. SMITH FUND

Founded in 1915 by bequest of \$1,000 from Elizabeth P. Smith. Present book value, \$1,727. The income only to be used as a prize for the best essays on peace written by students of the College.

S. P. LIPPINCOTT HISTORY PRIZE FUND

Founded in 1917 by gift of \$2,500 par value of bonds, book value, \$2,546.88, from beneficiary of the estate of S. P. Lippincott '86. The income only to be used as an annual history prize, which is designated "The S. P. Lippincott History Prize." The award is to be made on the basis of a competitive essay. In any year when no award is made, the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$2,546.88.

FRANCIS STOKES FUND

Founded in 1919 by gift of \$5,000 in securities, book value, \$5,000, from Francis J. Stokes '94, in memory of his father, Francis Stokes, of the Class of 1852, and a manager of Haverford from 1885 until his death in 1916. The income is to be used for extending the planting of trees and shrubs on the College grounds. The wish is expressed, but not as a binding condition of the gift, that the Campus Club should have the direction of the expenditure of this income. Present book value, \$5,120.30.

GEORGE PEIRCE PRIZE FUND

Founded in 1919 by gift of \$600, and increased in 1920 by further gift of \$400 from Harold and Charlotte C. Peirce in memory of their deceased son, George Peirce '03. The income only is to be used for a prize, to be called the George Peirce Prize in chemistry or mathematics, to the student who, in the opinion of the faculty, has shown marked proficiency in either or in both of these studies and who wishes to follow a profession which calls for such preparation. Unused income is capitalized, as requested by the founders of the fund. Present book value, \$6,247.78.

LYMAN BEECHER HALL PRIZE FUND

Founded in 1924 by donation of securities of par value \$2,000, book value, \$1,820, from the Class of 1898 in commemoration of their 25th anniversary of graduation to establish an annual prize of \$100 in chemistry in honor of Doctor Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917. Present book value, \$2,155.

NEWTON PRIZE FUND

Founded in 1925 by donation of five shares of General Electric Co. stock by A. Edward Newton, par value, \$500, and book value, \$1,348.25. The income only is to be used for "The Newton Prize in English Literature to the undergraduate who shall submit the best essay on some subject connected with English literature." In 1930, the award was changed to be on the basis of Final Honors, and in any year when no award is made the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$1,397.75.

EDWARD B. CONKLIN ATHLETIC FUND

Founded in 1925 and added to in 1926, 1927 and 1929 by Frank H. Conklin '95, in memory of his brother, Edward B. Conklin '99. Present book value, \$2,400. The income is to be used without restriction in any branch of athletics.

EDWARD WOOLMAN ARBORETUM FUND

Founded in 1928 by setting aside \$5,000 from proceeds from sale of 5.8'1 acres of land on the southern boundary and southeast corner of the College farm, and added to by gift in 1951 (through 1949 Campaign) of \$4,775 and by bequest of \$5,000 from Edward Woolman, Class of 1893, who died March 11, 1960, the income

only is to be used for the preservation and maintenance and for increasing usefulness and natural beauty of the Arboretum, bird sanctuary and grounds of the College, until otherwise ordered by the managers. The present book value is \$14,362.75.

WILLIAM ELLIS SCULL PRIZE FUND

Founded in 1929 by William Ellis Scull '83, by a gift of \$2,000. The income is to be used annually, so long as the managers may judge expedient, as a prize to be awarded at Commencement by the faculty to that upper classman who in their judgment shall have shown the greatest improvement in voice and the articulation of the English language. The prize is to be known as "The William Ellis Scull Prize." Present book value, \$2,000.

PAUL D. I. MAIER FUND

Founded Tenth Month 7, 1936, by bequest of \$1,000 from Paul D. I. Maier '96, of Bryn Mawr, Pa. The bequest provides for the continuance of the Class of 1896 prizes of \$10 each in latin and mathematics, and any balance of income is to be used for general purposes. Present book value, \$1,000.

STRAWBRIDGE OBSERVATORY MAINTENANCE FUND

Founded Second Month 13, 1937, from donations of \$5,627.37 from members of the Strawbridge family, being the amount in excess of the actual cost of the rebuilding and reequipping of the William J. Strawbridge '94, Memorial Astronomical Observatory. The income is used for the maintenance and equipment of the observatory. The principal can be used for additional equipment, if so determined by the Board of Managers. In 1938 and 1939 an astrographic camera was so purchased at a cost of \$1,787.83. Present book value, \$3,839.54.

C. WHARTON STORK ART FUND

In First Month, 1930, C. Wharton Stork, of Class of 1902, donated to the corporation securities of a then value of \$69,000 on account of a contemplated gift for the purpose of erecting, equipping, and furnishing an Art Museum at the College. Purchases were made by C. Wharton Stork of paintings, which are hung in the Library. This fund is to be liquidated and is not included in the total of the funds.

JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

Founded Sixth Month 4, 1942 by gift of \$2,000 from Colonial Trust Company of New York and Solomon L. Fridenberg of Philadelphia, co-trustees under the will of Eugenie Bucky, deceased (late of New York), the income only to be used. At the same time accumulated income of \$2,000 was also donated as Bucky Foundation Gift, this amount to be available for use for the same purposes as the income of the foundation. Extracts from Mrs. Bucky's will and codicils in reference to the purposes of the Bucky Foundation are here made as follows:

"The purpose or object of such a foundation or fund is and shall be for the encouragement of them who seek new truths, and who endeavor to free and clear from mystery and confusion our knowledge concerning God¹; and thereby to enforce more effectively the common laws of mutual love and obligation, peace and goodwill, between and among our several creeds, races, nations, and markets.²

"My aim, intention, purpose and object is to help in promoting piety among men, enlightening their ignorance and bettering their condition, by making more and more extensive and by spreading among the public at large not only the preaching but also the practicing of the words of the . . . American motto 'In God We Trust,' and of the . . . Preamble to the Constitution for the United States of America. I believe and therefore I aim, intend and purpose that the uplifting of men, women and children to the standard of life taught in the Scriptures and the Constitution for the United States of America is indeed the work of charity, dispels ignorance, inculcates generous and patriotic sentiments, and fits the public groups and the individual men or women for their good usefulness in the American Commonwealth."

1. Associated with the American motto "In God We Trust."

2. Associated with the Preamble of the Constitution for the United States of America — "to form a more perfect union, establish justice, insure domestic tranquility, provide the common defense, promote the public welfare, and secure the blessings of liberty to ourselves and our posterity."

In 1945-1946 and 1954-1955 further gifts from the trustees were added to the fund. Unused income, if any, has also been capitalized. Present book value, \$7,602.24.

MATHEMATICS DEPARTMENT PRIZE FUND

Founded May 20, 1943 from gifts totaling \$900 of members of the mathematics faculty and others. A further gift of \$125 was made in 1943-44. The unused income is added to principal. This capitalized the annual prizes that had been given by the mathematics professors for many years.

The Mathematics Department Prizes for freshmen, \$25, are awarded annually, in competition, by examination. Present book value, \$2,218.77.

WILLIAM T. ELKINTON FUND

Founded Ninth Month 6, 1944, by bequest from William T. Elkinton, of Philadelphia, arising from a trust set up by him during his lifetime. The principal was \$2,491.50. After the death of a life beneficiary, the trust provided: "to pay over, assign and transfer one of said equal parts unto the Corporation of Haverford College (a corporation of the State of Pennsylvania); the principal fund thus passing to said corporation to constitute a part of such endowment as may be established at Haverford College as a fitting memorial of Friends' relief work abroad, which memorial 'should foster the peaceful relations of the United States with foreign countries by acquainting our youth with the principles of European governments and with international problems'; provided however, that if no such endowment should be established at Haverford College prior to the expiration of one year after the principal of the fund hereby conveyed becomes distributable

under the provisions of this deed, the said one-third part of the fund hereby conveyed shall be devoted by the Corporation of Haverford College for such other purpose as the trustees acting hereunder, their survivor or successor, shall designate, preferably for the furtherance of education in some form at Haverford College or for providing assistance in the form of scholarships to promote education."

In accordance with a suggestion from President Morley, concurred in by Thomas W. Elkinton representing the trustees, the managers voted on Ninth Month 22, 1944, that "the income until otherwise directed, is to be used for traveling and other expenses in the attendance at intercollegiate conferences for discussion of international problems by representatives of the International Relations Club at Haverford." The trustee further stated "as long as the activities of the club are closely related to 'acquainting our youth with the principles of European governments and with international problems,' the use of the income by the club would be satisfactory."

TILNEY MEMORIAL FUND

Founded in First Month, 1945, by gifts totaling \$2,000 by I. Sheldon Tilney, 1903, in memory of his parents, John S. and Georgiana E. Tilney. The income is to be used "to try to influence the student body towards a more religious viewpoint of life." Permission was also granted by the donor that "the income may be used also in connection with a scholarship for students in the field of philosophy or Biblical literature."

In 1945-1946 the fund was increased to \$5,000, by gifts of \$1,000 from Georgiana S. Kirkbride and \$2,000 from Robert W. Tilney, sister and brother of I. Sheldon Tilney. In 1948-49 a further gift of \$250 was received from I. Sheldon Tilney. In 1949-50 a further gift of \$1,000 and in 1952-53 \$500 was received from I. Sheldon Tilney. Present book value, \$7,000.

CLASS OF 1902 LATIN PRIZE FUND

Founded Second Month 2, 1945, by gift from Class of 1902 of \$142.90, being proceeds of sale of security formerly purchased and held by the class to perpetuate a Latin Prize of \$10 annually at Haverford. The class had donated the income for this prize since 1913. An unused balance of \$39 of such donations was transferred to the income account of this fund.

CLASS OF 1898 GIFT

Founded Sixth Month 12, 1948, by contributions totaling \$6,100 from members of the Class of 1898 as a 50th Anniversary Gift of their graduation. The conditions of the gift were "For a period of 25 years the income only produced by the fund is to be used to pay the expenses of lectures at the College by qualified persons on such subjects and at such times as the president of the College, with the advice of the faculty, may think best, including at the discretion of the president, conferences between the lecturers and the students. After August 31, 1973, the income and/or principal of the fund, may, at the discretion of the Board of Managers, be used for any purpose in connection with the College." Present book value is \$6,315.

EDMUND J. LEE MEMORIAL AWARD FUND

Founded Eighth Month 31, 1948, by donations totaling \$906.50 from members of the Class of 1943 on the occasion of their Fifth Reunion. The Class desired "to perpetuate the memory of Edmund Jennings Lee, 2nd, its sole member killed in the past war, and to stimulate in the College that spirit of service for which he was known. In 1948-1949 a further gift of \$100 was received from Miss Mildred W. Lee, sister of Edmund J. Lee.

"The proceeds from the invested fund shall be used to establish an annual award to be known as the Edmund J. Lee Memorial Award to be awarded annually beginning in 1949, to the recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit, in individuals or in the College as a whole during the year. The award is to be used by its recipient in continuing to render such service."

THE DAVID R. BOWEN PREMEDICAL FUND

Established in 1950 by the family and friends of the late Dr. David R. Bowen, who, regretting a definite lack in his own training, believed strongly that men preparing to be physicians should receive a basic liberal education of the kind offered at Haverford College. The income is to be used at the discretion of the president of Haverford College, to purchase books for the use of premedical students, pay for professional magazine subscriptions, for lecturers, or for any other projects closely related to premedical training. Further gifts have been made yearly to the fund. Present book value, \$1,402.55.

JONATHAN & RACHEL COPE EVANS FUND

"Founded in 1952, through gifts to the 1949 campaign by the children and grandchildren of Jonathan and Rachel Cope Evans. The principal is to be invested and the income used one-half for scholarships and one-half for the purposes of the Rufus M. Jones Fund for Advancement of Teaching. If, however, at the expiration of 25 years the Board of Managers deems it advisable to use the income, or if necessary the principal, of the fund for other purposes, it shall be free to do so." A further gift was made in 1952-53 of \$500. Present book value is \$15,043.62.

EDWARD HAWKINS MEMORIAL FUND

Established in 1953 by a gift to the College from the Class of 1937. The fund is given in memory of Edward Hawkins, a member of that class.

The income to be used for the purchase of equipment required for intramural athletics. If such becomes impracticable, the income is to be used as directed by the managers. Present book value is \$1,457.44.

WILLIAM W. BAKER PRIZE FUND

"Founded in 1954 by bequest of \$500 from Mertie Gay Baker, who died January 31st, 1954, the fund is to be invested and the income given as a prize in the study of Greek. If the study of Greek at the said College should be discontinued,

I direct that the income be given as a prize for the study of Latin and should the study of Latin be discontinued, I direct that the income be used as a prize in the study of ancient history or Biblical literature."

JOHN G. WALLACE AWARD FUND

This fund established in 1958 by a gift from John G. Wallace and added to annually, is to be used toward the purchase and maintenance of a best actor award cup for Class Night, "and the awarding each year of a silver plated replica of the trophy to the recipient of the award." Present book value, \$300.

CHRISTIAN RELIGION AND THOUGHT FUND

Founded in 1958 by a special grant from an anonymous source, this amount is to be used to establish a fund for purposes connected with the problems of Christian religion and thought.

Until otherwise directed by the Board, the income may be used as directed by the chairman of the Department of Religion, and the administration of the College; the principal may be expended from time to time upon their recommendation and at the discretion of the Board of Managers for the above purposes. The present book value of the fund is \$4,000.

THE KURZMAN PRIZE FUND

This fund was established in 1958 by Harold P. Kurzman of New York, to provide a prize for the senior who has generally performed best and most creatively in political science course work. This prize, initially established in the amount of \$125, was given in appreciation of the benefit to Harold P. Kurzman, Jr. '58, from his work in the political science department. In any year when it is the judgment of the department that no work has been performed of sufficient merit to warrant this award, the funds shall be used to purchase books in this field for the Library or shall be expended in other ways for the benefit of the department. Surplus income also may be used in this manner. Present book value, \$2,784.38.

THE SCHOLARS IN THE HUMANITIES FUND

This fund was established by an anonymous gift in April 1962, to enable the College to bring to Haverford distinguished scholars in the humanities. Within this broad field, the administration of the fund is left to the president and the Board of Managers. The present book value of the fund is \$36,900.

FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

This fund was established in 1963 by a gift from John A. Silver, Class of '25, with the hope that it might be added to by others also interested in the beauty of the Haverford campus.

The principal of this fund shall be retained by the College in perpetual trust with the income therefrom to be used to preserve and maintain the beauty of the campus and grounds of the College:

Through the planting of selected trees and shrubs (preferably with the guidance of a qualified landscape architect) and the proper maintenance of the College's present heritage, particularly specimen trees.

By retaining or improving the natural beauty of the College's wooded areas and pond and the use of naturalized bulbs and plants.

Through the well-planned landscaping of the grounds, buildings and gardens.

Should the College establish an arboretum up to one-half of the income may be used in connection with its maintenance and expenses including particularly the acquisition and care of specimens.

It is hoped that the income will not be used for the usual or normal care and maintenance of lawns, paths or grounds unless in the opinion of the Board of Managers it is more than sufficient to carry out the primary purposes of the gift as above outlined.

The fund is subject to a life income plan and has a present book value of \$25,000.

THE CLASS OF 1964 FACULTY SALARY FUND

The Class of 1964 for increasing faculty salaries was started with the one-hundred percent participation of all the members of the Class upon graduation. After the fund has reached the value of \$10,000, some or all of the annual earnings are to be paid as a bonus to members of the Haverford College faculty in a manner prescribed by the administration of the College. This fund is to provide a supplement to regular faculty salaries and is not to be considered as a fund from which these salaries are to be drawn. The Class of 1964 hopes that various foundations, alumni, and friends of the College will grant the importance of the faculty in a good liberal arts school and generously contribute to the growth of this fund. Present book value, \$2,413.

HENRY S. DRINKER MUSIC FUND

Established in 1964 from gifts of his friends at the time of the opening of Henry S. Drinker Music Center in addition to funds for alterations to the building. The income from this fund is to be used for special programs and items related to the music department not ordinarily included in the budget. Present book value, \$4,005.

FUNDS WITHDRAWN

The following funds left to the College with no restrictions, have been wholly consumed to meet in part the corporation's share of the Building Program of 1953-1956: Ellen Waln Fund, Henry Norris Fund, Clarence W. Bankard Fund, Mary Brown Fund, Emma Ridgway Comly Fund, Mary K. Comly Fund, Charles J. Rhoads Fund.

STATED MEETINGS OF THE CORPORATION AND THE MANAGERS

The Annual Meeting of "The Corporation of Haverford College" is held in Tenth Month at such time and place as the Board of Managers may determine.

The Stated Meetings of the Managers will be held on the fourth Sixth-day of First, Third, Fifth, Ninth and Eleventh months.

LEGACIES

The friends of the College, including former students, and all who are interested in the promotion of sound learning, are invited to consider the College in the disposition of their estates by will.

FORM OF BEQUEST OF PERSONAL PROPERTY

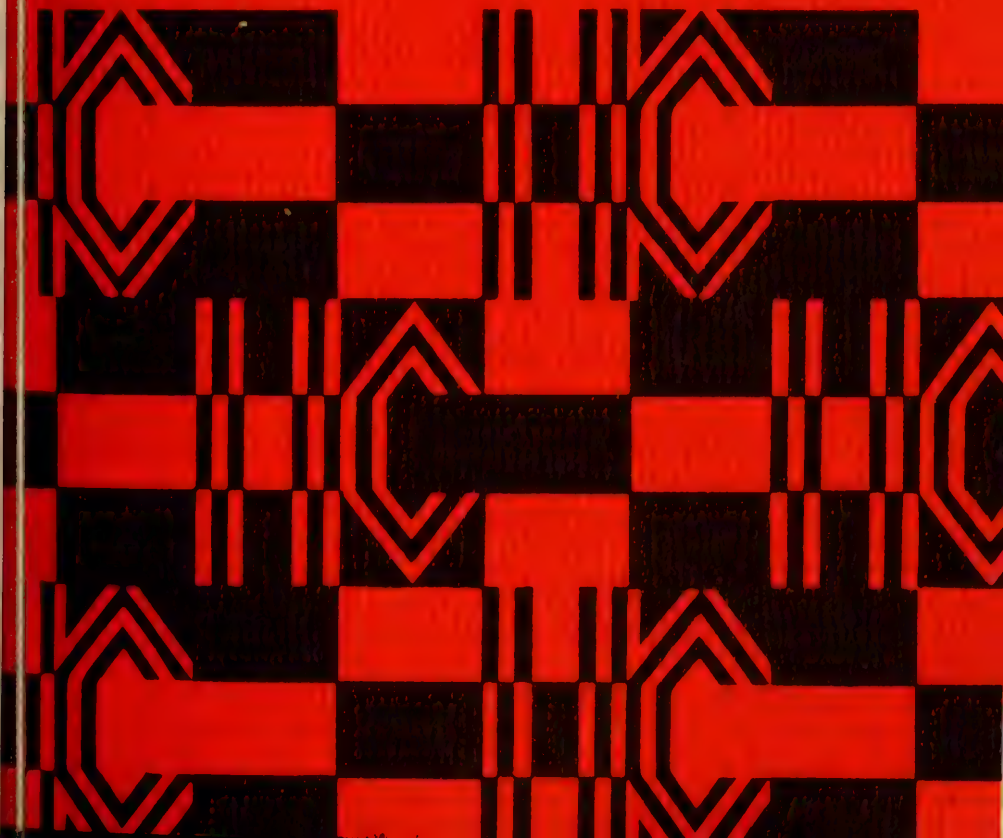
I give and bequeath, free and clear of all estate, inheritance or other similar taxes, unto The Corporation of Haverford College, the sum ofDollars.

FORM OF DEVISE OF REAL ESTATE

I give and devise, free and clear of all estate, inheritance or other similar taxes, unto The Corporation of Haverford College, its Successors and Assigns, in fee, the following described real estates:
(Here describe the real estate.)

HAVERFORD
COLLEGE
BULLETIN
1966-1967

Catalog Issue



CORRESPONDENCE DIRECTORY

For information on:	Write to:
ADMISSIONS AND CATALOG REQUESTS.....	William W. Ambler <i>Director of Admissions</i>
ALUMNI AFFAIRS.....	William E. Sheppard <i>Director of Alumni Affairs</i>
ATHLETIC AFFAIRS	Roy E. Randall <i>Athletic Director</i>
BUSINESS MATTERS.....	Charles W. Smith <i>Comptroller</i>
GIFTS OR BEQUESTS.....	William E. Sheppard <i>Director of Alumni Affairs</i>
GRADUATE SCHOOLS.....	John P. Spielman, Jr. <i>Dean of the College</i>
MEDICAL AFFAIRS.....	William W. Lander, M.D. <i>College Physician</i>
PUBLICATIONS AND PUBLICITY.....	Barclay M. Bollas <i>Director of Public Information</i>
RECORDS AND TRANSCRIPTS.....	Virginia H. Kline <i>Registrar</i>
SCHOLARSHIPS AND LOANS.....	William W. Ambler <i>Director of Admissions</i>
SPECIAL PROGRAMS.....	Louis C. Green <i>Provost</i>
STUDENT AFFAIRS.....	James W. Lyons <i>Dean of Students</i>

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HAVERFORD COLLEGE

BULLETIN



CATALOG ISSUE 1966-1967

HAVERFORD, PENNSYLVANIA



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1966

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Sept.					1	2	3	Nov.			1	2	3	4	5
	4	5	6	7	8	9	10		6	7	8	9	10	11	12
	11	12	13	14	15	16	17		13	14	15	16	17	18	19
	18	19	20	21	22	23	24		20	21	22	23	24	25	26
	25	26	27	28	29	30			27	28	29	30			
Oct.							1	Dec.					1	2	3
	2	3	4	5	6	7	8		4	5	6	7	8	9	10
	9	10	11	12	13	14	15		11	12	13	14	15	16	17
	16	17	18	19	20	21	22		18	19	20	21	22	23	24
	23	24	25	26	27	28	29		25	26	27	28	29	30	31
	30	31													

1967

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Jan.	1	2	3	4	5	6	7	Apr.							1
	8	9	10	11	12	13	14		2	3	4	5	6	7	8
	15	16	17	18	19	20	21		9	10	11	12	13	14	15
	22	23	24	25	26	27	28		16	17	18	19	20	21	22
	29	30	31						23	24	25	26	27	28	29
Feb.					1	2	3	4	30						
	5	6	7	8	9	10	11	May		1	2	3	4	5	6
	12	13	14	15	16	17	18		7	8	9	10	11	12	13
	19	20	21	22	23	24	25		14	15	16	17	18	19	20
	26	27	28						21	22	23	24	25	26	27
Mar.					1	2	3	4	28	29	30	31			
	5	6	7	8	9	10	11	June					1	2	3
	12	13	14	15	16	17	18		4	5	6	7	8	9	10
	19	20	21	22	23	24	25		11	12	13	14	15	16	17
	26	27	28	29	30	31			18	19	20	21	22	23	24
									25	26	27	28	29	30	

College days in heavy-face type.

CALENDAR 1966-1967

New students arrive	Wed., Sept. 11
Registration of all new students	Fri., Sept. 16
Returning students arrive, beginning in afternoon	Sat., Sept. 17
Beginning of College year with Collection 10:40 A.M.	Mon., Sept. 19
First semester classes begin 1 P.M.	Mon., Sept. 19
Swarthmore Day (no classes)	Sat., Nov. 19
<i>Thanksgiving vacation</i>	12:30 P.M. Wed., Nov. 23 to 8 A.M. Mon., Nov. 28
Registration for spring term	Week of Nov. 28
Students confer with advisers	Mon., Nov. 28 through Wed., Nov. 30
Registration cards due in Registrar's Office	Thurs., Fri., Dec. 1, 2
Christmas Party	Evening—Mon., Dec. 12
Classes scheduled for evening of Dec. 12 will be held at the Collection hour on Tues., or Wed. evening of that week.	
Midyear examination schedules due in Registrar's Office ...	Wed., Thurs., Dec. 14, 15
<i>Christmas vacation</i>	12:30 P.M., Sat., Dec. 17 to 8 A.M., Wed., Jan. 4
First semester classes end 10 P.M.	Tues., Jan. 10
All papers assigned must be turned in by noon on this date.*	
Review period	Wed., Jan. 11 through Fri., Jan. 13
Midyear examinations*	Sat., Jan. 14 through Mon., Jan. 23
<i>Midyear recess</i>	Tues., Jan. 24 through Sun., Jan. 29
Second semester classes begin 8 A.M.	Mon., Jan. 30
<i>Spring vacation</i>	4 P.M., Thurs., Mar. 23 to 8 A.M., Mon., Apr. 3
Major registration cards for sophomores must be filed by 4 P.M. in Dean's Office	Fri., Apr. 14
Applications for scholarships due in Admissions Office	Fri., Apr. 14
Registration for fall term	Week of Apr. 24
Students confer with advisers	Mon., Apr. 24 through Wed., Apr. 26
Registration cards due in Registrar's Office	Fri., Apr. 28
Manuscripts in competition for prizes must be filed in the Registrar's Office by 4 P.M.	Mon., May 1
Final examination schedules due in Registrar's Office	Mon., Tues., May 1, 2
Second semester classes end 11:30 A.M.	Sat., May 13
All papers assigned must be turned in by 4 P.M. on this date.*	
Senior comprehensive examinations	Mon., May 15 through Thurs., May 18
Final examinations*	Tues., May 16 through Thurs. morning, May 25
Oral examinations for College honors	Mon., May 22 through Wed., May 24
Final faculty meeting 9 A.M.	Thurs., May 25
COMMENCEMENT	Tues., May 30

* If a paper is assigned *in place of* the final examination in a course, the date by which it is due may be set by the instructor not later than 4 P.M. on Friday, January 20, for first semester, or Monday, May 22, for second semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will be given one-half of the grade they would have received, unless arrangements have been made *in advance* with the instructor in the course and the dean. If a paper represents the entire grade for a course, the maximum grade for such a late paper is 60, or, in a course required for the major, 65.

SPECIAL EVENTS (SATURDAYS)

Homecoming Day—Oct. 22 Parents' Day—Nov. 12 Alumni Day—May 6

*Faculty
and
Administration*



FACULTY

HUGH BORTON*President*
B.S., Haverford College; A.M., Columbia University; Ph.D., University of
Leyden; LL.D., Temple University; LL.D., University of Pennsylvania.

EMERITI

THOMAS EDWARD DRAKE*Professor of American History, Emeritus*
A.B., Stanford University; A.M., University of Michigan; Ph.D., Yale
University.

MARTIN FOSS*Lecturer in Philosophy, Emeritus*
LL.D., University of Jena.

CLAYTON WILLIAM HOLMES*Professor of Engineering, Emeritus*
B.S. in M.E. and M.E., University of New Hampshire; M.A., Haverford
College.

ARCHIBALD MACINTOSH*Vice President and Director of Admissions, Emeritus*
B.A., Haverford College; A.M., Columbia University; Ph.D., University of
Pennsylvania; LL.D., Haverford College.

CLETUS ODA OAKLEY*Professor of Mathematics, Emeritus*
S.B., University of Texas; S.M., Brown University; Ph.D., University of
Illinois.

FREDERIC PALMER, JR.*Professor of Physics, Emeritus*
A.B., A.M., and Ph.D., Harvard University.

ABRAHAM PEPINSKY*Professor of Psychology, Emeritus*
A.B. and A.M., University of Minnesota; Ph.D., State University of Iowa.

HARRY WILLIAM PFUND*Professor of German, Emeritus*
B.A., Haverford College; A.M., and Ph.D., Harvard University.

LEVI ARNOLD POST*Professor of Greek, Emeritus*
B.A., M.A., and L.H.D., Haverford College; A.M., Harvard University; B.A.
and M.A., Oxford University.

IRA DE AUGUSTINE REID*Professor of Sociology, Emeritus*
A.B. and LL.D., Morehouse College; A.M., University of Pittsburgh; Ph.D.,
Columbia University.

LEON HAWLEY RITTENHOUSE*Professor of Engineering, Emeritus*
M.E., Stevens Institute of Technology.

EDWARD DOUGLAS SNYDER*Professor of English, Emeritus*
A.B., Yale University; A.M. and Ph.D., Harvard University.

DOUGLAS VAN STEERE*T. Wistar Brown Professor of Philosophy, Emeritus*
S.B., Michigan State College; B.A. and M.A., Oxford University; A.M. and
Ph.D., Harvard University; D.D., Lawrence College; L.H.D., Oberlin College;
L.H.D., Earlham College.

ALFRED JULIUS SWAN*Professor of Music, Emeritus*
B.A. and M.A., Oxford University.

PROFESSORS

**MANUEL JOSE ASENSIO*Professor of Romance Languages*
B.A., University of Granada; M.A. and Ph.D., University of Pennsylvania.

JOHN ASHMEAD, JR.*Professor of English*
A.B., A.M. and Ph.D., Harvard University.

**Absent on leave, second semester, 1966-67

FACULTY AND ADMINISTRATION

- ***PHILIP WILKES BELL*Professor of Economics*
A.B., Princeton University; A.M., University of California; Ph.D., Princeton University.
- RICHARD J. BERNSTEIN*Professor of Philosophy*
A.B., University of Chicago; B.S., Columbia University; M.A., and Ph.D., Yale University.
- EDWIN B. BRONNER*Professor of History*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- WILLIAM EDWARD CADBURY, JR., *Director, Post-Baccalaureate Fellowship Program and Professor of Chemistry*
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
- HOWARD COMFORT*Professor of Classics*
B.A., Haverford College; A.M. and Ph.D., Princeton University.
- FRANCES DE GRAAFF*Professor of Russian*
Ph.D., University of Leyden. *on joint appointment with Bryn Mawr College*
- *ALFRED DIAMANT*Professor of Political Science*
A.B. and M.A., Indiana University; Ph.D., Princeton University.
- WILLIAM DOCHERTY, JR.*Professor of Physical Education and Director of Physical Education*
S.B., Temple University.
- LOUIS CRAIG GREEN*Provost and Professor of Astronomy*
A.B., A.M. and Ph.D., Princeton University.
- MARCEL MARC GUTWIRTH*Professor of Romance Languages*
A.B., Columbia College; A.M. and Ph.D., Columbia University.
- A. PAUL HARE*Professor of Sociology*
B.A., Swarthmore College; B.S., Iowa State University; M.A., University of Pennsylvania; Ph.D., University of Chicago.
- DOUGLAS HAMILTON HEATH*Professor of Psychology*
A.B., Amherst College; A.M. and Ph.D., Harvard University.
- THEODORE BRINTON HETZEL*Professor of Engineering*
B.S., Haverford College; B.S. in M.E., University of Pennsylvania; M.S. and Ph.D., Pennsylvania State University.
- HOLLAND HUNTER*Professor of Economics*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- JOHN ASHBY LESTER, JR.*Professor of English*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- ARIEL GIDEON LOEWY*Professor of Biology*
B.S. and M.S., McGill University; Ph.D., University of Pennsylvania.
- WALLACE TREVETHIC MACCAFFREY*Walter D. and Edith M. L. Scull Professor of English Constitutional History*
A.B., Reed College; A.M. and Ph.D., Harvard University.
- ROY EARL RANDALL*Professor of Physical Education and Director of Intercollegiate Athletics*
Ph.B., Brown University.
- WILLIAM HEARTT REESE*Professor of Music and Director of Glee Club and Orchestra on joint appointment with Bryn Mawr College*
A.B., Amherst College; M.A., Columbia University; Ph.D., University of Berlin.
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A.B., Franklin and Marshall College; A.M. and Ph.D., Princeton University.
- RALPH MILLARD SARGENT*F. B. Gummere Professor of English*
A.B., Carleton College; Ph.D., Yale University.

*Absent on leave, 1966-67.

***Part-time

HAVERFORD COLLEGE

- FAY AJZENBERG-SELOVE*Professor of Physics*
B.S.E., University of Michigan; M.S. and Ph.D., University of Wisconsin.
- JAMES D. SORBER*Visiting Professor of Spanish, second semester*
A.B., Lehigh University; A.M., University of Nebraska.
- HOWARD MORRIS TEAF, JR.*Professor of Economics*
B.S. in Economics, M.A. and Ph.D., University of Pennsylvania.
- CRAIG RINGWALT THOMPSON*Professor of English and History*
A.B., Dickinson College; A.M. and Ph.D., Princeton University.
- *ROBERT IRVING WALTER*Professor of Chemistry*
B.A., Swarthmore College; M.A., Johns Hopkins University; Ph.D., University of Chicago.

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B.S. and M.S., Haverford College.
- ROBERT HAWES BUTMAN*Director of Drama with rank of*
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B.A. and M.A., University of North Carolina.
- JOHN RICHARD CARY*Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.
- *JOHN POLK CHESICK*Associate Professor of Chemistry*
B.S., Purdue University; Ph.D., Harvard University.
- **BRADFORD COOK*Associate Professor of French*
B.A., Williams College; Ph.D., Yale University.
- *WILLIAM COOPER DAVIDON*Associate Professor of Physics*
B.S., M.S. and Ph.D., University of Chicago.
- JOHN HERBERT DAVISON*Associate Professor of Music*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of Rochester.
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B.A., M.A. and Ph.D., Yale University.
- HARMON CRAIG DUNATHAN*Associate Professor of Chemistry*
B.A., Ohio Wesleyan University; M.S. and Ph.D., Yale University.
- IRVING FINGER*Associate Professor of Biology*
B.A., Swarthmore College; Ph.D., University of Pennsylvania.
- HARVEY GLICKMAN*Associate Professor of Political Science*
A.B., Princeton University; A.M. and Ph.D., Harvard University.
- DALE HARPER HUSEMOLLER*Associate Professor of Mathematics*
B.A., University of Minnesota; A.M. and Ph.D., Harvard University.
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B.S., University of Notre Dame; M.S. and Ph.D., University of Chicago.
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B.A., New York University; Ph.D., University of Michigan.
- ERNEST JOSEPH PRUDENTE*Associate Professor of Physical Education*
B.S. in Ed. and M.S., University of Pennsylvania.

*Absent on leave, 1966-67.

**Absent on leave, second semester, 1966-67.

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- FRANK JOSEPH QUINN *Associate Professor of English*
B.A., M.A. and B.Litt., Oxford University.
- MELVIN SANIER *Associate Professor of Biology*
B.S., St. John's University; M.S., University of Massachusetts; Ph.D., George Washington University.
- ALFRED WANNER SATTERTHWAITE *Associate Professor of English*
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- GERHARD ERNST SPIEGLER *Associate Professor of Religion*
D.B., M.A. and Ph.D., University of Chicago.
- JOHN PHILIP SPIELMAN, JR. *Dean and Associate Professor of History*
B.A., Montana State University; M.A. and Ph.D., University of Wisconsin.

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- CHARLOTTE ANDERSON *Assistant Professor of German*
B.A. and M.A., University of California at Los Angeles; Ph.D., Yale University.
- THOMAS JAMES D'ANDREA *Assistant Professor of Psychology*
B.A. and Ph.D., University of Minnesota
- ANDREW EFFRAT *Assistant Professor of Sociology*
A.B., Princeton University.
- ROBERT M. GAVIN, JR. *Assistant Professor of Chemistry*
B.A., St. John's University; Ph.D., Iowa State University.
- LINDA GROVES GERSTEIN *Assistant Professor of History*
B.A. and M.A., Radcliffe College; Ph.D., Harvard University.
- DANIEL J. GILLIS *Assistant Professor of Classics*
B.A., Harvard University; M.A. and Ph.D., Cornell University.
- DICK POWELL JAYNE *Assistant Professor of German*
A.B., M.A., University of California, Berkeley.
- *DIETRICH KESSLER *Assistant Professor of Biology*
B.A., Swarthmore College; M.S. and Ph.D., University of Wisconsin.
- **LOUIS ARYEH KOSMAN *Assistant Professor of Philosophy*
B.A. and M.A., University of California; Ph.D., Harvard University.
- ***VICKI WEISBERG KRAMER *Assistant Professor of English*
B.A., Wellesley College; M.A., Radcliffe College.
- ROGER LANE *Assistant Professor of History*
B.A., Yale University; Ph.D., Harvard University.
- EDWARD M. MICHAEL *Assistant Professor of Classics*
B.A., M.A. and Ph.D., University of Michigan.
- ROBERT A. MORTIMER *Assistant Professor of Political Science*
B.A., Wesleyan University; M.A., Columbia University.
- VIVIANNE THIMANN NACHMIAS. *Visiting Professor and Research Associate in Biology*
B.A., Swarthmore College; M.A., Radcliffe College; M.D., University of Rochester.
- JAMES C. RANSOM *Assistant Professor of English*
B.A., University of New Mexico; M.A., Yale University.

*Absent on leave, 1966-67.

**Absent on leave, second semester, 1966-67.

***Part-time.

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- URSULA VICTOR SANTER *Visiting Assistant Professor of Biology*
B.A., Swarthmore College; M.S. and Ph.D., Yale University.
- CHRISTOPHER PETER R. L. SLATER *Assistant Professor of Religion*
B.A., McGill University; B.A. and M.A., Cambridge University; Ph.D., Harvard University.
- JOSIAH D. THOMPSON, JR. *Assistant Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- JOHN A. THORPE *Assistant Professor of Mathematics*
S.B., Massachusetts Institute of Technology; A.M. and Ph.D., Columbia University.
- GEORGE I. TREYZ *Assistant Professor of Economics on*
A.B., Princeton University. *joint appointment with Bryn Mawr College*
- SIDNEY R. WALDMAN *Assistant Professor of Political Science*
A.B., Oberlin College.
- CHIYOU-SHUANG YAN *Assistant Professor of Economics*
B.A., The National Taiwan University; M.S. and Ph.D., Purdue University.

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- SAMUEL TOBIAS LACHS *Visiting Lecturer in Religion*
B.A., University of Pennsylvania; M. H. L., The Jewish Theological Seminary; Ph.D., Dropsie College.
- RICHARD R. RASKIN *Instructor in French*
B.A., Dartmouth College.

Special Appointments

- NORMAN BARGE BRAMALL *Assistant in Physical Education*
- RAYMOND TAYLOR BRAMALL *Assistant in Physical Education*
B.S., M.S. and Ed.D., University of Pennsylvania.
- FORREST DUANE COMFORT *Counselor*
A.B., Penn College; M.A., Haverford College; Ed.M., Harvard University.
- ADOLPH T. DIODA *Sculptor*
- ELIZABETH UFFORD GREEN *Research Associate in Biology*
A.B., M.A., and Ph.D., Bryn Mawr College.
- FRITZ JANSCHKA *Artist in Residence, Bryn Mawr College*
Akademie der Bildenden Künste, Vienna.
- MARY HOXIE JONES *Research Associate in Quaker Studies*
A.B., Mt. Holyoke College.
- JUDITH K. KATZ *Counselor*
B.A., Temple University; M.A., University of Michigan.
- GEORGE KUSEL *Glass Blower, Bryn Mawr College*
- HAZEL C. PUGH *Supervisor of the Computer Center*
- CHARLES N. WELSH *Curator of Haverfordiana*
B.A., Haverford College.
- NORMAN MONTGOMERY WILSON *Assistant in Engineering*

Appointments Under Special Grants

- MABEL CHEN *Research Associate in Astronomy*
B.S., The National Taiwan University; M.A. and Ph.D., Bryn Mawr College.
- FAIZA FAWAZ ESTRUP *Research Associate in Biology*
A.B., Boston University; M.S. and Ph.D., Yale University.

FACULTY AND ADMINISTRATION

PENNY JANE GILMER	<i>Research Assistant in Chemistry</i> B.A., Douglass College.
CAROL C. HILLER	<i>Research Assistant in Biology</i> B.A., Wilson College.
DINKO JOVIC	<i>Visiting Research Assistant in Biology</i> Diploma, University of Zagreb.
GÜNTER KÖHLER	<i>Research Associate in Chemistry</i> A.B., M.A. and Ph.D., The Technical University of Aachen.
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JOSEPHINE REIST SMITH	<i>Research Assistant in Biology</i> B.S., The Pennsylvania State College.
ETHEL M. SPIEGLER	<i>Research Assistant in Biology</i> B.A., Baptist Missionary Training School.
JOHN W. STREETER	<i>Research Assistant in Astronomy</i> Ph.B., Yale; M.A., University of Arizona; M.A., Harvard University.

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AUDREY BARNETT	<i>Assistant Professor of Biology</i> A.B., Wilson College; M.A. and Ph.D., Indiana University.
MORTON SACHS BARATZ	<i>Professor of Economics</i> B.A., University of Connecticut; M.A. and Ph.D., Yale University.
MORTON E. BITTERMAN	<i>Professor of Psychology</i> B.A., New York University; M.A., Columbia University; Ph.D., Cornell University.
NANCY CURRIER DORIAN	<i>Lecturer in German</i> A.B., Connecticut College; M.A. and Ph.D., University of Michigan.
RICHARD B. DU BOFF	<i>Assistant Professor of Economics</i> A.B., Dartmouth College; M.S., Columbia University; Ph.D., University of Pennsylvania.
RICHARD C. GONZALEZ	<i>Associate Professor of Psychology</i> B.A. and M.A., University of Texas; Ph.D., University of Maryland.
MELVILLE T. KENNEDY, JR.	<i>Associate Professor of Political Science</i> B.A. and M.A., Oberlin College; M.A. and Ph.D., Harvard University.
GERTRUDE C. K. LEIGHTON	<i>Professor of Political Science</i> A.B., Bryn Mawr College; LL.B., Yale University.
DOROTHY N. MARSHALL	<i>Dean of the College</i> A.B. and M.A., Smith College; Ph.D., Bryn Mawr College.
JOAQUIN GONZALEZ MUELA	<i>Professor of Spanish</i> Lic. en Fy.L., University of Madrid; Doctor en Fy.L., University of Madrid.
JAMES M. OPPENHEIMER	<i>Professor of Biology</i> B.A., Bryn Mawr College; Ph.D., Yale University.

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A.B., Brooklyn College; A.M., Pennsylvania State University; Ph.D., University of Pennsylvania.
- JUDITH R. PORTER *Lecturer in Sociology*
B.A. and M.A., Cornell University.
- EUGENE V. SCHNEIDER *Professor of Sociology*
B.A., State Teachers College of New Jersey; M.A. and Ph.D., Harvard University.
- CHRISTOPH SCHWEITZER *Professor of German*
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- EARL THOMAS *Assistant Professor of Psychology*
B.A., University of Toronto; Ph.D., Yale University.

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- PETER G. BENNETT *Psychiatrist*
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R.N., Allegheny Valley Hospital.
- MADELEINE FORD *Nurse*
R.N., Albert Einstein Medical Center.

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Representative of the Republic of
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of Illinois

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Professor of Biology, Harvard
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CHARLES E. OSGOOD

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Paris

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Professor of Quantum Chemistry,
University of Paris

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Academic Council

The Academic Council consists of the Provost as chairman, three elected divisional representatives of the faculty, one to be elected yearly, the two faculty representatives to the Board, and the President. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1966 are Mr. Perloe (Social Sciences), Mr. Santer (Natural Sciences), and Mr. Rose (Humanities).

Standing Committees of the Faculty

(The president and provost are ex officio members of all committees.)

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MESSRS. BERNSTEIN, HEATH, SPIELMAN

Academic Standing: MRS. FAY SELOVE, *Chairman*

MESSRS. BUTMAN, DOCHERTY, HEATH, SATTERTHWAITE, SPIELMAN

Admissions: MR. FINGER, *Chairman*

MESSRS. THOMPSON, TREYZ

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Honors, Fellowships, and Prizes: MR. COMFORT, *Chairman*

MESSRS. DAVISON, MACKAY, QUINN

Library: MR. ASHMEAD, *Chairman*

MESSRS. HUSEMOLLER, SARGENT, THOMPSON

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MESSRS. BUTMAN, DESJARDINS, DOCHERTY, HETZEL

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*The
College
and Its
Program*



AIMS AND OBJECTIVES

In line with its Quaker tradition, Haverford College stresses three interrelated elements in its educational philosophy. These are a high standard of academic performance within a broadly-based, liberal arts curriculum, the individual nature of this education, and the importance of personal ideals and moral values. High scholastic ability is a requisite for admission to Haverford, but heavy weight is given to the character of each candidate and the potential contribution he can make to the College community. Along with a commitment to scholarship, the College emphasizes the development of sound ethical judgments based on a clear perception of individual and social aims.

In his academic work, each student is encouraged and expected to perform at a level consistent with his abilities. The more capable he is the more is expected of him. He will soon discover the high value which the College attaches to intellectual integrity, independence of judgment, an imaginative grasp of the interrelationship of the branches of knowledge, and a capacity to carry out independent work. The requirements for graduation are designed to develop the ability to learn, to understand, and to reach sound conclusions, on the basis of study in each of the broad fields of human knowledge as well as by concentration in a single field.

The College believes that the desirable qualities cultivated in the classroom and laboratory can be supplemented and strengthened by a sound program of non-academic courses, athletics, and extracurricular activities. The Arts and Service non-credit courses are designed to encourage interest in constructive community service and to develop appreciation of beauty and certain creative skills. Athletic activities, including intramural and intercollegiate contests, promote physical fitness and coordination and provide opportunity for all students to experience the benefits of wholesome competition and team play. A variety of campus organizations permits each student to join with others in pursuing common interests. The important role of the honor system in student government emphasizes the value which the community places on individual responsibility.

Haverford College believes that while the mastery of facts, techniques, and certain skills is important, it must be coupled with the desire and moral capacity to use them for worthwhile ends. It will continue to lay stress on the formation of moral values and personal ideals, not insisting on any set doctrine, but cherishing freedom of religious beliefs and of conscience. Such growth is fostered by the weekly Collections, or assemblies, where leaders from various walks of

life share with the undergraduates their diverse experiences and points of view. In addition, outstanding scholars frequently visit the campus for lectures or special classes, and have extensive personal contacts with students.

At the center of the religious activity of the Society of Friends is the Meeting for Worship. This fact has been recognized by a policy of compulsory attendance for Haverford's students at Fifth Day Meeting. The majority of attenders at Fifth Day Meeting, students and faculty members, are not members of the Society of Friends. In view of this, and the fact that attendance is compulsory, Haverford's Fifth Day Meeting is not a Friends' Meeting in the usual sense. However, what the Haverford Meeting does share with an authentic Friends' Meeting is the gathering together of a group in silence for collective meditation and consideration of matters of fundamental and common concern. Here students, faculty, and administration alike learn from meditative silence or from a spoken message how to delineate and cultivate the highest moral principles, to see themselves in their proper relation to their fellowmen and to the totality of life.

HISTORY

Haverford College was founded in 1833 as the first College established by members of the Society of Friends in the United States. It was organized as an institution which would provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent," offering a course of instruction in science, mathematics, and classical languages "as extensive as given in any literary institution in this country." In those days it was modestly called Haverford School, but the intent was clear to create a center that would give to Friends the kind of education which other young Americans were receiving in the best colleges.

The founders selected, as a site for the new College, 198 acres of rolling farmland in the center of the Welsh Tract, a large area originally set apart by William Penn for Quaker immigrants from Wales. Today its beautifully landscaped campus, grown to 216 acres, forms a peaceful setting in the midst of the suburbs of Philadelphia.

The first 40 years of Haverford's history were devoted to establishing policies and practices to make effective the ideals of its founders. In 1847 it opened its doors to young men who were not Quakers, and in 1856 it became a degree-granting institution. Although the College has never had any formal connection with an organized Meeting of the Society of Friends, its Quaker tradition continues strong. With the

HAVERFORD COLLEGE

exception of four of its number nominated by the alumni and two elected by the faculty, all members of the Board of Managers must be members of the Society of Friends.

President Isaac Sharpless, 1887-1917, led Haverford College into the forefront of American collegiate institutions. Under his leadership, Haverford's tradition of outstanding teaching was continued and strengthened. During the administration of William Wistar Comfort, from 1917 to 1940, the student body increased from two hundred to over three hundred. Felix Morley, a Rhodes scholar of the Class of 1915, was president during the difficult years of World War II. He was succeeded by Gilbert F. White, one of the country's outstanding geographers, who served as president from 1946 to 1955 before returning to teaching and research. Hugh Borton, former Professor of Japanese history at Columbia University and director of its East Asian Institute, was inaugurated as president in 1957.

In 1963 the Board of Managers (Trustees) approved expansion in the enrollment from 450 to 700 within the following decade. By 1966, enrollment has grown to about 550.

RESOURCES

The endowment and trust funds of Haverford College currently have a book value of about \$14,000,000. The income from these funds and the support given to the College annually by its alumni and other friends play significant parts in maintaining its high educational standards and underwriting the scholarship and loan programs which help many of its students.

Founders Hall, built in 1833 at a cost of \$19,251.40, was known for years as "The College." Over the years the campus has been improved by the addition of dormitories and other buildings to supplement Founders Hall. Except for those who live at home, students live in dormitories or small residence houses on the campus. Similarly a large portion of the faculty live in houses or apartments owned by the College and situated on or near the campus.

Academic Buildings

Classroom and laboratory buildings are Chase Hall, Hilles Laboratory of Applied Sciences, Strawbridge Memorial Observatory, Henry S. Drinker Music Center, Stokes Hall, Sharpless Hall, and the Lyman Beecher Hall Building. Some classes are also held in Whitall Hall.

HILLES houses the Engineering Department and contains classrooms, drawing rooms, a departmental library, shops, and mechanical and

electrical laboratories. Also located there is the Haverford-Bryn Mawr **COMPUTER CENTER**. This center contains an IBM 1620 computer with card input and output. The computer has a 60,000 decimal digit memory with an access time of 20 microseconds. Its speed is 1800 five-digit additions or 200 five-digit multiplications per second. This center has several key punches, a sorter, a reproducer, and a tabulator. All of its equipment may be used by students.

STOKES HALL, built at a cost of \$2,000,000 and opened in September 1963, provides unexcelled facilities, including classrooms and office space, for the Departments of Physics, Chemistry, and Mathematics. In one wing are an auditorium seating 205 persons and a science library with space for 20,000 volumes and current journals.

The Physics Department is equipped for teaching and research in modern nuclear and atomic physics. Facilities include six general laboratories for course work, seven specialized laboratories for student-faculty research, and two senior thesis rooms, used exclusively by seniors for their major projects. The equipment includes an X-ray unit for powder diffraction work, a subcritical reactor containing 2.5 tons of uranium, a doubly shielded room for work with electromagnetic radiation, and four scanning microscopes. Student-built equipment is also available, such as a laser apparatus and a radio-telescope.

Facilities for the Chemistry Department include five laboratories used in conjunction with formal courses, instrument and specialized equipment rooms, and six independent faculty research laboratories which are used freely by students doing independent work and advanced projects with professors. The department has its own glass-blowing shop. Equipment includes a full range of recording spectrophotometers, counting equipment for radioactive tracer work, and a gas chromatography apparatus for general use as well as units for separate research projects. The physical chemistry laboratory includes a Bausch and Lomb grating spectrograph, high vacuum systems, and standard precision electrical apparatus. Mettler single pan balances are used in instructional laboratories. Ground joint glassware is used in the elementary organic chemistry program and in all higher courses. Grants from the National Science Foundation are available to students for summer research projects.

The Mathematics Department, located on the top floor, uses several classrooms, some of which are equipped with desk calculators.

SHARPLESS HALL, recently completely remodeled and redesigned for the Departments of Biology and Psychology at a cost of \$750,000, was reopened for use in the fall of 1964.

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Three floors, devoted to the Biology Department, include laboratories and seminar rooms with a broad spectrum of facilities for studying all phases of modern molecular biology. There is a large freshman-sophomore laboratory, and a junior laboratory equipped to handle all aspects of cell biology. One entire floor is devoted to student-faculty research where senior students do projects in common with professors. Equipment includes animal rooms, shops for glass-blowing and wood and metal working, several constant temperature rooms for controlled temperature experiments, ultra-centrifuges, a high-resolution electron microscope, spectrophotometers, and a liquid scintillation counter. The department also has its own library and journal collection.

The top two floors are devoted to psychology. Equipment includes both primate and non-primate animal quarters, animal laboratory with soundproofed and full wired individual experimental rooms, a set of individual multi-purpose animal and human research rooms, a perception laboratory, a statistical laboratory, a social-personality observation laboratory with one-way mirrors, a shop, a journal library and reading room. In addition there is a physiological psychology and control room for animal operation procedures and master control panels of all inter-laboratory communication channels.

LYMAN BEECHER HALL BUILDING, partially renovated during the past year, now houses a permanent display of primitive art, as well as modern classroom and office facilities.

WILLIAM J. STRAWBRIDGE MEMORIAL OBSERVATORY is equipped with three equatorially mounted telescopes, a 10-inch and a $4\frac{1}{2}$ -inch refractor, and a 6-inch reflector; a reflecting telescope with 8-inch mirror and altazimuth mounting; a meridian circle telescope of $3\frac{3}{4}$ -inch aperture; a zenith telescope of $2\frac{1}{4}$ -inch aperture; a spectrohelioscope; an astrographic mounting provided with two 4-inch Ross lenses and a 4-inch guiding telescope; sidereal clocks, a chronograph, and other instruments. The astronomical library is housed in the observatory.

HENRY S. DRINKER MUSIC CENTER, located in the former home of William Wistar Comfort, provides offices, classrooms, and practice facilities for the Music Department, and houses the College's record collection and music library. The larger concerts are held in Roberts Hall where a Steinway grand and a Schlicker portable pipe organ are at the disposal of artists.

The Library

The Haverford College Library is planned and developed with the primary purpose of providing the intellectual resources of books,

periodicals, and pamphlets needed to sustain the work of the academic curriculum. Most of the volumes have been selected by the teaching faculty, and, with the exception of some special collections described below, the books and periodicals are all on open shelves and readily accessible for over one hundred hours a week during the college year. In the administration of the Library, the aim is to bring the resources of the book collection as effectively as possible into the academic life of the College.

Beyond this primary purpose, the Library seeks through several collections to provide opportunities for independent research in certain fields. Most notable of such collections is the Quaker Collection, which attracts many visiting scholars each year. The Government Depository and International Documents Collections provide extensive resources for independent study in the social sciences, and there are further collections of autograph material, orientalia, and particularly of Renaissance literature offering similar research opportunities in other fields.

The Haverford Library contains about 245,000 volumes, and receives about 1275 periodicals and serials. It is an academic library, planned and operated for the students and faculty of the college, but welcomes alumni, members of the Library Associates, and residents of the Haverford community who wish to consult materials not readily available in public libraries. Because of limited seating capacity, however, special rules govern applications by secondary school students for permission to use the Library. The Library is open on weekdays from 8 A.M. to midnight, and on Sundays from 12:30 P.M. to midnight. (Treasure Room: weekdays—9 A.M. - 5 P.M.) Special hours are arranged for vacation periods.

The Library building, the first portion of which (the present north wing) was built in 1863, has grown by five successive additions. In December, 1952, the original north wing was renovated in memory of William Pyle Phillips, and now forms a bright and comfortable room for quiet study. There are also four special reading rooms in the building:

GUMMERE-MORLEY MEMORIAL READING ROOM, decorated and equipped by the Class of 1892, provides a reading and browsing room for Haverford students.

MICROMATERIALS READING ROOM, equipped with microfilm and microprint readers and microfilm file of *The New York Times* from 1930 to the present.

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RUFUS M. JONES STUDY, a replica of Rufus Jones' own study, with his own books and furniture, is used for seminar classes in philosophy as well as for quiet reading.

TREASURE ROOM, provided through the generosity of Morris E. Leeds of the Class of 1888, contains the Quaker Collection as well as other rare books and special collections.

Note: Construction of major additions to the Library building and renovation of parts of the building is expected during 1966 and 1967. For this reason the Gummere-Morley Room, Rufus Jones Study, and some of the stack and reading areas of the present building will not be available to readers during the 1966-67 academic year. During the period of construction the basements of the Lyman Beecher Hall Building and South Dormitory will be used as Library annexes.

Special Collections

THE QUAKER COLLECTION was started in 1867 when the Board of Managers decided to gather "an important reference library, especially for works and manuscripts relating to our own Religious Society." The Library already contained many Quaker books and manuscripts, including the "Letters and Papers of William Penn," a gift of Henry Pemberton.

Today the Quaker Collection is a major repository for both printed and manuscript material about the Society of Friends. The 22,000 books include more than 4000 printed before 1700, the unique nucleus of which is the *William H. Jenks Collection of Friends Tracts*, containing 1600 separately bound titles, mostly of the seventeenth century. The several thousand pamphlets and serials in the collection include the most complete sets of the bound volumes of Quaker periodicals and of Yearly Meeting minutes in existence. The 75,000 manuscripts and documents, maps and pictures, include the journals of nearly 700 important Friends, the papers of many Quaker families, Meeting records, archives of Quaker organizations, and a great deal of material on Friends and the Indians.

The addition to the Library, to be completed in 1968, will include a large, fireproof, air-controlled vault for manuscripts and rare books; enlarged facilities for students and visiting scholars, as well as additional space for this collection.

The Quaker Collection welcomes gifts of family papers, books, or other material related to the history of Friends, and it grows constantly

through both gifts and purchases. A brochure describing the Quaker Collection may be obtained upon request.

THE RUFUS M. JONES COLLECTION ON MYSTICISM contains 1360 books and pamphlets from the fifteenth century to the present day.

THE TOBIAS COLLECTION OF THE WRITINGS OF RUFUS M. JONES is practically complete. It consists of 325 separate volumes and 16 boxes of pamphlets and extracts. The personal papers of Rufus M. Jones are also in the Library, and are available for use by scholars under certain conditions.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION contains more than 20,000 items, embracing autographed letters of the signers of the Declaration of Independence, authors, statesmen, educators, artists, scientists, ecclesiastics, and monarchs, and also several series of valuable papers on religious, political, and military history.

FRENCH DRAMA OF THE ROMANTIC PERIOD, a collection of several hundred popular plays produced in Paris between 1790 and 1850. The collection was presented to the college by William Maul Measey.

THE CHRISTOPHER MORLEY COLLECTION OF AUTOGRAPHED LETTERS comprises about 200 letters and memoranda selected by Mr. Morley from his correspondence files. Over one hundred contemporary authors are represented.

THE WILLIAM PYLE PHILIPS COLLECTION contains rare books and manuscripts, mostly of the Renaissance period. Among the treasures of this collection are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton, and the four folios of Shakespeare.

THE HARRIS COLLECTION OF ANCIENT AND ORIENTAL MANUSCRIPTS contains over 60 Hebrew, Latin, Arabic, Syriac, and Ethiopian rolls and codices collected by J. Rendel Harris.

Affiliations

Haverford maintains a cooperative arrangement with Bryn Mawr and Swarthmore whereby the facilities of the libraries of all three colleges are open to faculty and students of each of the colleges.

THE PHILADELPHIA BIBLIOGRAPHICAL CENTER AND UNION LIBRARY CATALOGUE, the largest regional cooperative catalogue in America, enables users of the Haverford Library to locate books in over 200 libraries of the Philadelphia area.

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LIBRARY ASSOCIATES is an organization of graduates and friends of the College, devoted to increasing the usefulness of the Library. It serves to bring the facilities of the Library to wider notice and to make them available; to encourage the making of gifts to the Library; and to aid in the use of the Library for exhibition purposes. Also, it sponsors occasional talks on Sunday afternoons on matters of interest to friends of the Library. Inquiries should be addressed to The Library, Haverford College.

Art Collection

A small permanent art collection, including paintings and drawings by Homer, Inness, Pintorricchio, Sargent, and Whistler, is displayed in the Library. Temporary exhibitions of paintings, drawings, and photographs are held from time to time at the College.

Framed reproductions of outstanding paintings and a few originals are available at the beginning of each semester for loan to students.

Music

In addition to a considerable collection of music scores, including the complete works of several composers, the special equipment of the music department consists of several pianos and a collection of scores, books, and phonograph records presented in 1933 by the Carnegie Corporation. This record collection, housed in the Henry S. Drinker Music Center, has served as the basis for further acquisitions which are used for teaching and study purposes.

HAVERFORD COLLEGE FRIENDS OF MUSIC is an association of friends and neighbors of the College and faculty members, who, in cooperation with the Music Department, arrange a series of chamber music concerts which are held three or four times a year on Sunday afternoons in the Common Room.

Residence Halls

Dormitories include **FOUNDERS HALL**, which in addition to a number of living units also includes the College dining hall, a few faculty and administrative offices, and suites for visiting guests; **BARCLAY HALL**, which houses mostly freshmen; **LLOYD HALL**, and **LEEDS HALL**. **SOUTH DORMITORY**, with space for 129 students, was opened early in 1965.

Spanish, German, and French speaking students may reside in **WILLIAMS HOUSE**, **YARNALL HOUSE** and **FRENCH HOUSE**, respectively, thus gaining an opportunity to live in close association with others specializing in these fields. One other residence, near but not on the campus is **SCULL HOUSE**, with room for about 20 students.

Athletic Facilities

Haverford's GYMNASIUM was supplemented in 1957 by ALUMNI FIELD HOUSE, which affords capacious facilities for indoor athletics and has proved its value in the College's extensive program for physical education. Walton Field, where football games and track meets are held, has stands capable of seating 2000 spectators. Around the field is a quarter-mile track with a 220-yard straight-away. In addition, varsity soccer matches are played on the Class of '88 Field, varsity baseball games are played on Class of '16 Field, and cricket is played on Cope Field. The College has 15 tennis courts, six of them all-weather, a skating pond, a cross country course, and several practice fields which are also used for intramural sports.

Other Buildings

Administration offices are located in ROBERTS HALL, an impressive columned building at the center of the campus, which also contains an auditorium seating over 700. Other offices are maintained in WHITALL. The UNION provides facilities for the campus radio station, student lounges, the College bookstore, and a snack bar.

MORRIS INFIRMARY, presented by John T. Morris of the Class of 1867, houses a clinic, emergency treatment room, and facilities for bed care of 10 patients, including an isolation ward for contagious diseases. It has its own kitchen and accommodations for a resident nurse.

Location

Located 10 miles west of Philadelphia on the "Main Line," Haverford is fortunate to have the extensive cultural, scientific and industrial facilities of the Greater Philadelphia area close at hand. Within a half hour's drive there are some 20 other colleges and universities. Haverford Station, on the Pennsylvania Railroad between Ardmore and Bryn Mawr, is 20 minutes from the center of the city. The campus fronts on famous Lancaster Pike (U.S. 30), a few miles from the Pennsylvania Turnpike. It is approximately two hours by train from New York or Baltimore and less than three hours from Washington.

The campus, landscaped and park-like in appearance, provides a beautiful natural setting. The ARBORETUM and WOOLMAN WALK, the latter the gift of the late Edward Woolman '93, contain a wide variety of woody plants, both indigenous and exotic, thus permitting direct observation and study by students of the natural sciences.

ADMISSION

The policy of Haverford College is to admit to the freshman class those applicants who, in the opinion of the Committee on Admissions, are best qualified to profit by the opportunities which the College offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character, personality, and interest and ability in important extracurricular activities.

Whenever practicable, the College will expect the candidate to have a personal interview with the director of admissions or another administrative officer. Every applicant should realize that, in view of the limited enrollment, he is entering a competition for admission to a carefully selected and comparatively small student organization. On the basis of all information available — school record, class standing, College Board reports, evidence touching on character and personality — the application will be accepted or rejected, and the decision of the Committee on Admissions is final. Preference will be given to those with superior records and credentials rather than to those with mere priority of application.

Each applicant must submit his school record and a certificate of character signed by his school principal. The preparatory course should include as a minimum four years of English, three years of mathematics including two years of algebra, three years of one foreign language (in preference to two years of two languages), a laboratory science, and a course in history or social studies. Additional courses in foreign language, mathematics, science, social studies and history will be dictated by the interests of the candidates.

Each applicant for admission must take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. The English Composition Test is required, but a candidate may choose the other two tests. If there is any doubt about the choice of the two tests he should consult the director of admissions. Applications involving divergence from the normal procedure must be discussed in detail with the director of admissions.

Applications for admission should be submitted early in the candidate's senior year. The application must be accompanied by a check or money order for \$10 drawn to the order of Haverford College to cover the application fee, which is not refundable. Upon receipt of the application, the College will send a school record form to the candidate for completion by the school officials.

Candidates are encouraged to visit the college for an interview. The Office of Admissions is open from 9 A.M. until 4:30 P.M. on weekdays and from 9 A.M. until noon on Saturdays. The office is closed on Saturdays during the summer. Arrangements should be made in advance for an appointment.

Information Concerning College Entrance Board Tests

The College Entrance Examination Board will offer the Scholastic Aptitude Test and Achievement Tests on each of the following dates during the 1966-67 academic year:

Sat., Dec. 3, 1966
 Sat., Jan. 14, 1967
 Sat., Mar. 4, 1967

Sat., May 6, 1967
 Sat., July 8, 1967

The *Bulletin of Information*, distributed without charge by the College Entrance Examination Board to all secondary schools that present candidates for the tests, contains rules regarding applications, fees, reports, and the conduct of the tests; lists of examination centers; and an application. This application may be used for any College Board administration involving the SAT and Achievement Tests. Additional applications will be available at the schools for students needing more than one. Booklets describing the tests and giving sample questions, explanations, and answers, as well as score interpretation booklets for counselors and students, are also distributed in quantity to secondary schools without charge.

Candidates should make application by mail to the College Entrance Examination Board, Box 592, Princeton, N. J. 08540. Students who wish to take the examinations in any of the following States, territories, or foreign areas should address their inquiries and send their applications to College Entrance Examination Board, P. O. Box 1025, Berkeley, Cal. 94701.

Alaska	Nevada	Manitoba
Arizona	New Mexico	Saskatchewan
California	Oregon	Northwest Territory
Colorado	Utah	Yukon Territory
Hawaii	Washington	Republic of Mexico
Idaho	Wyoming	Australia
Montana	Alberta	Pacific Islands, including
	British Columbia	Japan and Formosa

Early Decision

An early decision plan is available for candidates whose first choice is Haverford. Since a limited number of students can be accepted under the plan, only students who have seriously investigated the college and who are well qualified should apply. Candidates must take the required College Board examinations in their junior year and must submit an application before November 15. Additional information may be obtained from the director of admissions.

Transfer Students

Several transfer students are admitted each year. In addition to filing an application, a candidate must submit a school transcript (on a form provided by Haverford), the results of the College Board examinations that he has taken, a college transcript, a letter of recommendation from a responsible official of the college which he is attending, and have an interview with a representative of the Admissions Office. Decisions are announced in June.

Advanced Standing

An adequately qualified student may be permitted to omit an introductory course in College and proceed directly to work at the intermediate level in that subject. Several departments give placement examinations to determine these qualifications; other departments use less formal means. Students who have taken courses in high school under the Advanced Placement Program may take tests in these subjects given by the College Entrance Examination Board each May. Students who do well on these tests may be given advanced placement or college credit or both. Credit may also be granted for work done at another college prior to entrance here. To be considered for such credit, a student must arrange for the transcript of the work to be sent to Haverford. Provision is made under the Flexibility Program (see pages 47-49) for a student to make special use of such credits if he so desires.

HOUSING

The value of participating as widely as possible in the life of the community is an integral part of Haverford's educational philosophy. Therefore students, with the exception of those who are married or are living at home, are normally expected to live on campus.

Entering freshmen are assigned the rooms available after the other classes have made their choice. New students will be notified of their housing assignments prior to their arrival on campus in September.

A deposit of \$35 is required of all new students at the time they are notified of their admission. A similar deposit is required also of those students who have not been in attendance at the College during the immediately preceding semester. This amount will be deducted from the bill for the following year. If the student fails to present himself at the beginning of the semester for which he has been enrolled, the deposit will be forfeited.

Students are expected to treat College property with the same consideration as their own. A student is held financially responsible for any damage to his room.

EXPENSES

The tuition charge for all regular students is \$1975 for the academic year.* Tuition for special students is \$250 per course, per semester. The residence fee is \$900 per year. The payment of a unit fee of \$135 per year makes it possible for the student to participate in any campus organization without an additional fee.

The residence fee covers board and room charges when College is in session; under the latter are included heat, electric light, weekly service, and the use of necessary bedroom furniture, i.e., a bureau, table, chair, study lamp, and a bed, the linen for which is furnished and laundered by the College. Students will supply their own study furniture, blankets, and towels.

The unit fee includes the following: student activities fee, admission to Art Series, laboratory fees, health fee, accident insurance (a maximum of \$1000 within one year of each accident), diploma, and psychological tests when required by the College.

There are four scheduled vacation recesses during the school year: Thanksgiving, Christmas, mid-year recess, and spring vacations. With minor exceptions student services and facilities and academic facilities are closed or drastically curtailed during vacation periods.

The College requires that bills rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposits be paid in full before the beginning of the semester. In order to avoid last minute congestion, it is suggested that bills be paid by mail in advance.

* Any student who is taking four or more courses in a given semester, or who has been granted permission, under the Flexibility Program (see page 48) to carry fewer courses, is regarded as a regular student.

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A non-refundable fee of \$10 is payable when application for admission is presented.

When a special diet is required for medical reasons, and approved by the college physician, a charge of \$1.50 weekly will be made, but this charge may be increased if the special foods required are unusually expensive.

The College requires freshmen to pay a fee of \$25 toward the cost of the orientation week. New students who are not freshmen should come on Thursday afternoon of orientation week. A fee of \$10 will be charged for this portion of the orientation period.

The College requires a \$100 deposit to cover the cost of books and any other incidental charges which may arise during the school year. Each incidentals account must have a balance, on June first, adequate to cover all final charges. At intervals during the year, a bill for the actual charges made will be sent to the student. If this bill, or any other indebtedness, is not paid by the end of the semester, credits will not be granted for the work performed. Any unspent balance is refunded at the end of the academic year.

No reduction or refund of the tuition charge will be made after the first two weeks of any semester. If a student withdraws before the completion of the first two weeks, there will be a complete refund of his tuition. In case of withdrawal or absence due to illness, full refund of the residence fee cannot be made, since overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness of four weeks or more, a partial refund of the residence fee, in the amount of \$10 for each week of absence, will be made. The unit fee cannot be refunded for any reason.

College Responsibility

The College is not responsible for loss due to fire, theft, or any other cause. Students who wish to take out fire insurance may apply for information at the Business Office.

Monthly Payments

Parents who prefer to pay tuition and other fees in monthly installments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges for financing, may be obtained from the Business Office.

FINANCIAL AID

Students at Haverford pay only a portion of the entire cost of their education, since endowment income covers 50 percent of it. Nevertheless it must be recognized that the student bill is a considerable sum. Fortunately, the College has many resources to aid in meeting expenses. As a result, no able and responsible student who is seriously interested in Haverford should hesitate to apply because of financial reasons.

The main sources of financial aid are described below. A more detailed discussion of the problem is described in a separate booklet entitled *Financial Aid at Haverford*.

The financial aid program—scholarships, loans, and jobs—is administered by a committee consisting of the director of admissions, who serves as chairman, the dean of the College, and the dean of students.

Scholarships

Scholarships are awarded on a basis of merit and individual need. While no scholarship is given for more than one year, it is the practice to continue the scholarship if a student's scholastic performance has been satisfactory and his need continues.

No scholarship will be given to a student whose academic standing is unsatisfactory.

No scholarship will be given to a student whose previous college bill has not been paid in full.

Candidates for freshman scholarships must file a financial statement with the College Scholarship Service, Box 176, Princeton, N. J. 08540, before January 15th. Copies of the form to be used may be obtained from the applicant's high school or from the College Scholarship Service.

Inquiries about scholarships for incoming students should be addressed to the director of admissions.

Students enrolled at the College must submit all preliminary correspondence and applications for undergraduate scholarships for 1967-68, together with supporting letters from parents or guardians, to the director of admissions, before April 15, 1967.

It is assumed that requests for scholarships will not be made by those whose expenses can be met by their parents or from other sources.

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CORPORATION AWARDS—Four Corporation Scholars will be chosen in the senior, junior and sophomore classes. The selection will be made on the basis of the highest general averages for the preceding year. Each Corporation Scholar will be awarded \$50. No application for these awards is necessary.

ENDOWED SCHOLARSHIPS—Included in the College's endowment are a number of funds designated especially for scholarships. A list of the endowed scholarships appears on pages 140-145 of this catalog.

GENERAL SCHOLARSHIPS—In addition to the endowed scholarships, a general scholarship fund is available. Scholarships awarded from this fund will vary in size and number according to the needs of the applicants.

Student Loan Funds

Loan funds are available for students in good standing who demonstrate financial need.

Haverford College does not participate in the NDEA Loan Program, but has established a College Loan Fund which is similar in most important respects. Any member of the student body who qualifies may borrow up to \$1000 a year under this plan.

Short-term loans are available for emergencies. They are limited to \$300 a year, carry no interest charge, and are repayable within the academic year.

Inquiries about loans should be addressed to the director of admissions.

Student Aid

In addition to the Student Loan Fund and to scholarship help, the College offers students the opportunity to work at standard rates in the Library and as clerical assistants to faculty and administrative officers of the College. The program of student aid is administered by the dean of students.

Placement

Haverford's placement service is under the direction of the Director of Alumni Affairs. Senior and alumni registrants are offered vocational guidance, and interviews are arranged with prospective employers. Throughout the academic year, and especially during February and March, employment officers of corporations, government agencies, and service organizations come to the Haverford campus for interviews with undergraduates and alumni.

FELLOWSHIPS AND PRIZES

THE CLEMENTINE COPE FELLOWSHIP was established in 1899. The income is applied to "assisting worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers. Candidates shall be nominated by the College faculty to the Board of Managers."

The faculty will nominate a First Cope Fellow and a Second Cope Fellow whose individual stipends, not to exceed \$1,000, will be determined by the Board.

Letters of application for the Clementine Cope Fellowship must be in the hands of the president not later than March 1, accompanied by whatever statements of extracurricular activities the candidates consider relevant.

AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIPS were established in 1964 "in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885."

The scholarships are awarded in English literature or philology, the classics, German literature or philology (in order of preference) to students who have received the bachelor's degree from Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy, or such degrees as may in the future correspond to that degree. In making the awards the College will take into consideration the candidate's promise of success in graduate work and the availability of other financial assistance in the candidate's proposed field of study.

The scholarships shall be awarded only to unmarried men; they may be awarded to the same student for two or three years in succession, but not longer than three years. Ordinarily one scholarship will be awarded each year and the stipend will be \$900. In years when finances permit, two scholarships may be awarded.

Letters of application for the Augustus Taber Murray Scholarships must be in the hands of the president not later than March 1, accompanied by whatever statements of plans the candidates consider relevant. The faculty of the College will select the Augustus Taber Murray Research Scholars.

PRIZES of various kinds are awarded by the College for excellence or special achievement in specific areas of accomplishment, both academic

and non-academic. Descriptions of these prizes and rules governing their award are given on pages 145-148 of this catalog.

Honor Societies

PHI BETA KAPPA.—The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, alumni members, and honorary members, based upon scholarly attainment and distinction, takes place at the end of the academic year. *President*, John F. Gummere '22; *Vice-President*, George H. Nofer, II '49; *Secretary*, Harry W. Pfund '22; *Treasurer*, Holland Hunter '43.

FOUNDERS CLUB.—The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes. *President*, Stephen R. Miller '49; *Secretary*, Hunter R. Rawlings, III '66.

CURRICULUM

Haverford is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and to understand, to make sound and thoughtful judgments. The requirements for the degree encourage the exercise of these skills in each of the broad fields of human knowledge, and a fuller development of them in a single field of concentration.

Bachelor's Degree

To graduate from Haverford College a student must complete successfully the equivalent of four years of academic work, at least 36 semester courses, and three years of physical education (part of which may be replaced by work in the Arts and Service Program). Credit for a year of academic work is given to a student who has passed at least eight semester courses with an average of at least 60 for the freshman year, 65 for the sophomore year, and 70 for the junior and senior years. The Academic Flexibility Program described below suggests some ways in which the program may be adapted to meet the needs of individual students.

Among the 36 courses taken for the degree, a student must include freshman English, the courses required by his major department, and those required under the limited elective program. To avoid undue specialization, the College requires that at least 21 courses must be

passed in departments other than the student's major. In each course which is required for the major program, a student must achieve a minimum grade of 65. He must also include course 100 in his major department during the senior year, at the end of which he must take the comprehensive examination in that department and receive in it a grade of at least 70. The degree conferred upon candidates meeting these requirements is that of Bachelor of Arts, or, for students majoring in the natural sciences, mathematics or engineering who request it, Bachelor of Science.

Course Load

Of the 36 courses required for graduation, 20 are normally completed by the end of the sophomore year. However, on recommendation of the faculty adviser and with the approval of the dean, a student may take as few as 18 courses during the first two years. Within these limits, the 36 courses may be distributed among the normal eight semesters as the student and his adviser see fit — five courses in each of four semesters (usually the first four) and four courses in each of the remaining semesters. Any student is free to take more than 36 courses, but to take more than five at one time he must have had an average of 80 or better the preceding semester.

Course Intensification

The College believes that experience in a wide diversity of courses is an essential part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity to work more intensively in a smaller number of subjects. Therefore, with the approval of his adviser, a student may register, with the instructor's permission, for double credit in one course, and in unusual cases, in more than one. In a double credit course the student undertakes an approved program of independent study in conjunction with a regular course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects, and the instructor of the course must be the final judge of whether or not it should be attempted. In unusual cases a student may apply to the Committee on Academic Flexibility for permission to pursue a reduced program without enrolling in a double credit course.

Limited Electives

Every student is required to take a certain number of courses in each of four designated areas of study. This requirement must be satisfied before a student can be admitted to senior standing. Exception may

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be made only with the permission of the major supervisor and the dean. The requirements are as follows:

1. **FOREIGN LANGUAGES:** Students whose native language is English are required to pass at least one full-year course in a foreign language above the elementary grade. For the purpose of this requirement all first year foreign language courses are considered elementary. Ordinarily this requirement shall be satisfied by the end of the sophomore year.

At the time a student is admitted to a department his major supervisor, in consultation with the student and his language instructors, shall decide whether the student's projected upper class work and special interests require him to pursue additional language study and if so what study is required.

2. **HUMANITIES:** Division of courses into (a) and (b) categories is designed to assure that each student will have experience in each of two areas: philosophic and religious, and literary and aesthetic. While recognizing that each humanities course may have some elements of both areas, the faculty has agreed that the desired objectives can be reached by requiring that each student shall pass two semester courses in each of the following categories:

(a) Humanities 21-22: all courses in Philosophy except 16, 31, 32, 36 and 47; all courses in Religion.

(b) All courses in Classics numbered above 14; all courses in English numbered above 12 except English 40; all courses in French numbered above 22; all courses in German numbered above 16; all courses in History of Art and Music; Russian 201, 203 (at Bryn Mawr College); all courses in Spanish numbered above 14.

3. **NATURAL SCIENCES AND MATHEMATICS:** The requirement may be met by passing four semester courses chosen from the Departments of Astronomy, Biology, Chemistry, Mathematics, Physics, and Physical Science 36. At least one of the four semester courses must be a laboratory course. Excluded from the category of laboratory courses are Biology 11, Physical Science 36, Physics 15, 16, and all courses in the Department of Mathematics.

4. **SOCIAL SCIENCES:** The requirement may be met by passing four semester courses from at least two departments in the social sciences: Economics, History, Political Science, Sociology, Psychology (limited to Psychology 11, 12, 22, 23, 32). Included must be at least one of the following courses, which contain contemporary, quantitative materials not normally treated in secondary schools: Economics 11, 12, Political

Science 12, Psychology 11, 12, Sociology 11. This requirement may not be met solely with courses listed and crosslisted in a single department.

Courses listed jointly under History and English, or History and Classics, may be used in meeting the Social Science requirement or the Humanities (b) requirement, but not both. Neither Religion/History 27, 28 nor Religion/History 40 may be counted toward the Social Science requirement.

Courses taken at other institutions will not normally be accepted as satisfying limited elective requirements. For transfer students, credit toward limited elective requirements for work already done is evaluated by the dean at the time of admission.

Courses Graded Pass/Fail

With the approval of the instructor and his adviser, a student may take a course beyond the normal load and be graded pass or fail. Such courses will be entered on the transcript, and credit will be given if the course is passed. They will not, however, count toward the 36 courses needed for graduation nor toward fulfilling the limited elective requirements.

Free Electives

A number of courses sufficient to bring the total to at least 36 semester courses shall be chosen by the student in consultation with his faculty adviser, with the understanding that the College reserves the right, through the adviser and the dean, to prevent unreasonable combinations of courses.

Non-Academic Electives

Three terms of physical education or of courses in the Arts and Service Program are required of each freshman, sophomore, and junior, as described on pages 102 and 129-131. These courses must be taken in addition to the 36 semester courses of academic work normally required for a degree.

Major Concentration

A student may elect to major in any one of the following departments: Astronomy, Biology, Chemistry, Classical Archaeology (Bryn Mawr College), Classics, Economics, Engineering, English, French, Geology (Bryn Mawr College), German, History, History of Art (Bryn Mawr College), Italian (Bryn Mawr College), Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Russian,

Sociology and Anthropology (at Bryn Mawr College if emphasis is on Anthropology), Spanish.

Definite requirements are stated under the name of each department on pages 59-128. During the fourth semester of his attendance each student should confer with the major supervisor of the department in which he wishes to major, and apply to him for written approval of a program of courses for the last four semesters. Such a program must provide for the completion, by the end of the senior year, of approximately 12 semester courses, or the equivalent, at least six of which must be in the major department and the others in closely related fields. Should the student's application be rejected by all departments in which he is interested, he should consult the dean. Failure to file with the dean, before the date specified on the college calendar, a copy of his major program signed by his major supervisor, will entail a fine of \$5. Any student who continues delinquent in this matter, unless he is excused by the dean, will be debarred from the final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be promoted.

A student who applies for permission to become a major in any department may be rejected for *scholastic reasons only*. The College rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses" * of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above, but below 75, the decision will be at the discretion of the major supervisor.

A student who has been formally accepted as a major by any department has the right to remain as a major in that department as long as he is in college. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new major supervisor and the dean.

* "Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

Each senior must take a special major comprehensive examination (written, oral, or both) during the period scheduled for such examinations. The purpose of this examination is to promote the student's comprehension, integration and application of the knowledge acquired in the field of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70. In case of failure, a candidate may, with the permission of his major supervisor, present himself for re-examination at a date (to be determined by the major supervisor) later than Commencement Day of the current year.

If the re-examination is taken one year later, during the regular period of major examinations, there is no fee. But if the candidate applies for re-examination at an earlier date (involving the preparation of a special examination for one individual), and if the request is granted, the fee is \$25.

As special background for the comprehensive examination a senior shall engage in a period of study, technically called course 100, in his department of concentration during the semester preceding that examination. This period of study shall be counted as one of the five courses normally carried by the student during his final semester. Evaluation of the work in course 100 may be included in the grade earned by the student in his comprehensive examination.

In case of failure of the comprehensive examination a student does not necessarily repeat the term work of course 100, but follows the application procedure for re-examination as indicated above. A student may not take more than two re-examinations in the field of his major concentration.

Students taking majors under the supervision of Bryn Mawr College will note that their course 100 may extend over more than one semester; if this is the case, credit for two courses at Haverford will be granted if the work in each semester of this course is satisfactory.

Examinations in courses in the major subject taken in the last semester of the senior year may be omitted at the discretion of the major supervisor.

Courses taken in summer school will not satisfy Haverford course requirements for the major unless prior written approval is granted by the major supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *inter-departmental major*. The program of courses, the nature of the 100 course, and the nature of the comprehensive examination for an inter-

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departmental major are to be worked out in advance (that is, when the major is selected) by the student, with permission of the dean, in consultation with and subject to the approval of the chairmen of the departments concerned, one of whom will be designated as major supervisor for that student.

In rare cases, and only for high ranking students, a *double major* may be arranged, in which the student takes the complete major in each of two departments. In order to take a double major, a student must receive permission from the dean as well as from the chairman of each of the departments concerned.

Freshman Program

Each freshman, on entering the College, is assigned to a faculty member as adviser. Unless the student or the adviser requests a change, the student keeps the same adviser until he chooses a major near the end of the sophomore year, when the chairman of the major department becomes his adviser. Assignment of advisers for incoming students is made by the dean, on the basis of the best evidence available to him. If the student finds another faculty member whom he would prefer to have as adviser, he is urged to inform the dean of this preference, so that, if possible, the change can be made.

An important function of the adviser is to help the student select a plan of study, consistent with College requirements, which is suited to his special needs. The limited elective requirements are designed to assure that each student will acquire breadth of knowledge and of interest to enrich his life and to enable him to relate his special field to other fields; they will assure that he encounters areas of knowledge and ways of thinking which may be new to him, and which might change altogether his ideas about desirable areas of specialization. Since it is important that this diversified experience be gained early, the faculty requires that students take Freshman English, and strongly recommends that the other courses be one in language, one in natural science or mathematics, and one in social science, with the fifth course chosen freely.

The courses open to freshmen are numbered 11 to 20 in the section on Courses of Instruction. If he is qualified, a freshman may be permitted by the department concerned and by the dean to take more advanced courses.

A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

Each freshman's capacity for oral expression is considered early in the academic year, and further training in speech is given to those who need it, as well as to any others who may request it.

Flexibility Program

Since different students have different needs, abilities, and goals, there may be cases where the general regulations prevent a student from making the best use of educational opportunities at Haverford. Provision is therefore made for changing the normal requirements in certain individual cases. Particular emphasis is placed on attempting to take advantage of any advanced work, such as that done under the Advanced Placement Program, which a student may have completed successfully before entering the College.

Power to act on requests for exceptions to any of the academic regulations is in the hands of a standing committee of the faculty, called the Committee on Academic Flexibility, which consists of three faculty members and the dean of the College. Before granting an exception, the committee will secure approval from the student's major supervisor or, if the student is an underclassman, from his adviser and from the chairman of the department in which he proposes to major. Any student who believes that a special course program would promote his best intellectual development, is invited to present a proposal to this group. Students with exceptional abilities or exceptional preparation or both (including especially those students who enter with several credits from the Advanced Placement Program) are encouraged to consider whether a program out of the ordinary may help them to make the most of their opportunities. The College suggests consideration of the following, as examples of special programs which might be followed:

Enrichment and Independent Study: Students with outstanding records who have the approval of the appropriate departmental chairmen and the Committee on Academic Flexibility may depart from the usual course patterns. Three examples follow:

- (a) A student admitted to the *Thesis Program* may enroll in his senior year in as few as three courses, and will complete a thesis based on independent work.
- (b) A student admitted to an *Interdepartmental Program* must first have been accepted as an interdepartmental major (the two departments need not be in the same division). His program, which may include a reduced course load and a thesis, as in (a)

above, will also include some advanced independent work relating to both departments.

- (c) A student admitted to a *Concentrated Program* will be permitted more than the usual amount of concentration, taking in each of two or three of his last four semesters, two double credit courses in his major field, or a closely related field.

Students who meet the standards set by departments for *honors*, may be granted departmental or interdepartmental *honors* for these programs.

Graduation in Less than Eight Haverford Semesters: Students with extra credits, gained from the Advanced Placement Program, summer school, or carrying an overload, or from some combination of these, may be able to finish requirements for the Haverford degree in less than the normal four years. Other students may obtain credit for a year's work under either the Study Abroad or the Junior Year Language programs. Such students, like transfer students, may graduate after fewer than eight semesters at Haverford, but with the usual 36 course credits.

Sufficiently mature students, if they possess outstanding ability or are judged to have legitimate reason for special consideration, may be allowed to graduate without necessarily accumulating all of the credits normally required. The Committee on Academic Flexibility may approve an individual student course program for graduation with fewer than the usual number of courses. Three examples of possible programs are:

- (a) *Graduation After Three Years:* A student who has done consistently good work and who, by the beginning of his second year at Haverford, has credit for 15 or more courses, may request permission to graduate after only two more years at the College. If such permission is granted, it will be with the proviso that he must maintain a very high level of performance and, to help assure sufficient breadth in his program, he must not only meet the usual limited elective and minimum departmental requirements, but must study for four consecutive semesters some subject (or meaningful combination of subjects) outside of the division in which his major department lies. His continuation in this program is subject to review, before he enters his senior year, by the committee and by his major supervisor.
- (b) *A Term Away from Haverford:* There may be occasion when a student's needs are best served by studying or serving elsewhere

for a time, without gaining formal academic credit, as he would if he were in a program like Study Abroad. A student accepted into the "term away" program must meet all departmental and limited elective requirements, and must successfully complete a total of seven semesters at Haverford and at least one semester elsewhere (or six at Haverford, and two or more elsewhere) engaged in a program (academic, service to others, gainful employment, etc.) approved in advance by the Committee on Academic Flexibility and by his major supervisor, and evaluated by them after completion.

- (c) *Reduced Course Load:* The 36 course requirement in effect at Haverford helps to assure that diversity which is an important part of a liberal education. There may, however, be students who could profit by carrying fewer than the normal number of courses each semester. The Committee on Academic Flexibility is authorized to permit some students, where good reason can be shown, to omit one of their courses.

Graduation in More than Eight Haverford Semesters: Although most students are expected to graduate in four academic years, some, as indicated above, may take less and some may be permitted to take more. The Committee on Academic Flexibility may permit some students to remain at Haverford for a fifth year. Examples would include students with physical handicaps which prevented them from carrying a full load, students who change their goals or who have aspirations (such as a double major) for which more than four years might be required, and students who wish to take, simultaneously with their work at Haverford, part-time work elsewhere (such as journalism, design, etc.) for which *academic* credit at Haverford is not appropriate.

Developmental Reading

A program of developmental reading, under the direction of Mr. F. D. Comfort, offers an opportunity for students to improve their reading and study proficiency. Few students, if any, have realized their real potentiality in this field. Through a series of conferences, and possibly some group sessions, methods of developing higher level reading skills are explored and practiced. Any student who is willing to concentrate upon it, while reading for his various subjects, will find that he can increase his speed and comprehension. Also, by giving thought to the different purposes of reading, and practicing methods appropriate to each purpose, he may increase his adaptability, making each type of reading more effective.

Preparation for Professions

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The College does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that the best preparation for graduate work is a liberal education, with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 12 and Biology 21), Chemistry 13, 14 (or 15, 16), 25, 26, and Physics 13, 14.

Students who plan to go to professional schools should seek advice as early as possible from appropriate faculty members as follows: business administration, Mr. Teaf; education, Mr. Lyons; engineering, Mr. Hetzel; international affairs, Mr. Glickman; law, Mr. Lane; medicine, Mr. Cadbury; theology, Mr. Spiegler.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This adviser will be able to guide him in his selection of courses, his choice of major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from the faculty members mentioned above.

Regulations

Conflicting Courses

A student is not allowed to elect conflicting courses, except with the permission of the dean and the two instructors concerned.

Audited Courses

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing.

Course Changes

Courses may be changed during the first week of each new semester. During that time students are free to make changes after consultation with their advisers and the dean.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his adviser and of the dean.

A student who has registered for a fifth course in a semester when he need take only four, may drop that course without penalty at any time before the end of the third week of classes with the approval of his adviser and the Dean.

Lecture and Laboratory Courses

With the approval of the instructor in the course, the student's adviser, and the dean, a student may take for credit either the laboratory work or the class work of a course which normally includes both. The grade received would be recorded on the student's transcript with the notation "Lecture only" or "Laboratory only," as the case might be. The grade received would not be included in the calculation of the student's average.

Such a course would not be included among the 36 courses required for graduation, nor among the 21 courses required outside the student's major department, nor among the courses needed to meet a limited elective requirement.

Evaluation of Academic Performance

The instructor in each course submits at the end of each semester a numerical grade for each student. A grade of "c.i.p." (course in

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progress) may be submitted at midyears for senior research courses which run throughout the year, and for certain other year courses, as agreed on by the instructor and the dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45). The grades obtained by each student are averaged together to give evidence of his overall performance during that semester. If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "dr" and averaged as 40, except that if the drop is permitted by the dean for reasons, such as illness, beyond the student's control, it is recorded as "w" (withdrawn) and is not included in computing the average.

The Committee on Academic Standing reviews students' records at intervals, and has authority to drop students from college, or to set requirements for additional work in cases of students whose work is unsatisfactory. As a rule, the committee will drop from College freshmen who do not receive the required minimum average of 60, sophomores whose averages are below 65, and juniors and seniors whose averages are below 70. However, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the College may be dropped.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the registrar at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the dean for a special examination. If the request is granted, and the student takes the special examination, the grade in that examination will replace the grade originally received in the mid-year or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

Intercollegiate Cooperation

The variety of courses available to Haverford students is greatly increased as a result of a cooperative relationship among Haverford,

Bryn Mawr College, Swarthmore College, and the University of Pennsylvania. Under this arrangement, full-time students of any of these four institutions may, upon presentation of the proper credentials, enroll for courses at another institution of the group without added expense.

Students wishing to take advantage of this arrangement must obtain the permission of the dean. Such permission is seldom granted to freshmen, but is normally granted to others unless the course in question conflicts with required appointments at Haverford. It is not granted if an equivalent course is offered at Haverford; however, if taking the course elsewhere will resolve a serious schedule conflict, the dean, with the consent of the department offering the equivalent course, is empowered to make an exception.

Haverford students taking courses at Swarthmore College or the University of Pennsylvania are expected to make their own arrangements for transportation. Arrangements for transportation to classes at Bryn Mawr for students who need it is made through the office of the dean of students.

Study Abroad

Well-qualified students who request it may be granted permission to spend a semester or a year studying in a foreign country. Such permission will require approval of the student's major supervisor and the dean. If the student is not a language major, approval will also be required of the chairman of the department of the language spoken in the country selected. Interested students should consult the dean early in the sophomore year; he will direct them to faculty members best qualified to advise them. Students who may want to take their entire junior year abroad should plan their programs so that all limited elective requirements are completed by the end of the sophomore year. The program of studies abroad must be worked out in advance; if the program is completed successfully, the college will grant credit toward the degree for the work accomplished. Scholarship funds may be transferred for approved study abroad.

Junior Year Language Program

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford—Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his sophomore year in a program of intensive study of the language chosen, and

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then spends the junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his major at Haverford.

Students interested in this program should confer with the dean in the early spring of the sophomore year. To be nominated by the College, a student must have a good academic record, and must have secured the approval of his major supervisor. Selection from among the nominees is made by Princeton University.

Students who wish to study the less common languages without taking time away from Haverford should consider the offerings in Italian at Bryn Mawr College and in Oriental, Scandinavian, and Slavic languages at the University of Pennsylvania. Arrangements for taking such courses may be made in consultation with the dean.

African Studies

Students wishing to focus their interests on African civilization are encouraged to enroll in courses emphasizing African materials offered by several departments in the humanities and social sciences at the three Quaker colleges and to arrange for regional concentration in fulfilling departmental requirements for majors. In planning their programs students should consult Professor Harvey Glickman, director of African studies.

Visitors and Lectures

Individual departments of the faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened as a result of a generous bequest from the late William P. Philips. A substantial sum from this bequest is used to bring to Haverford "distinguished scientists and statesmen," whose visits may last anywhere from a few hours to a full academic year. On pages 17-18 of this catalog is a list of the visitors brought to the campus under this bequest during the academic year 1965-1966. A recent bequest from the late William Gibbons Rhoads and a generous gift from a donor who wishes to remain anonymous enable the college also to bring to the campus distinguished visitors in the humanities.

The Haverford Library Lectures and the Shipley Lectures, both endowed lectureships, provide annual speakers. The endowment for the former, a gift from the estate of Mary Farnum Brown, is available "for an annual course or series of lectures before the senior class of the college, and other students, on the Bible, its history and literature, and as a way may open for it, upon its doctrine and its teaching." The fund for the latter was presented by Samuel R. Shipley, in memory of his father, Thomas Shipley. The income from the Shipley fund is used "for lectures on English literature." At the weekly Collection meetings of the whole College, prominent visitors talk to the student body on subjects of current interest.

The Class of 1898 Lectureship was established by that class in 1948.

GRADUATE STUDY

The College is empowered to grant degrees of Master of Arts or Master of Science, but very few candidates for these degrees are currently being admitted. The resources of the T. Wistar Brown fund, formerly used to assist such candidates, are currently being used for the support of mature scholars who wish to study in fields which Haverford's position as a Quaker college makes particularly appropriate. Normally such scholars are not candidates for degrees at Haverford.

Inquiries about graduate work at Haverford should be addressed to the director of admissions.

HONORS

Honorable Mention

Honorable mention in a single year course will be awarded at the end of the freshman or sophomore year, or at the end of the junior or senior year in any course outside a student's major field, for acceptable work in that course and additional work in the total amount of not less than 75 hours. Candidates for *honorable mention* must obtain a minimum average of 85 in the regular work of the year course and may be required to pass an examination on the additional work. Two courses of one semester each in the same department may be construed as a single course.

A student who has received the prescribed grade in the regular work of a course required for *honorable mention*, but who has not done the additional work required in connection with that course, may do so with the consent of the professor in charge during the succeeding year.

Final Honors

Final honors are awarded to students who have undertaken and carried through academic work of high quality. *Final honors* are of two kinds, those awarded by departments and those awarded by the College.

1. A student who is considered to have the requisite ability is invited by his department to become an *honors* candidate as early as possible in the course of his major work. The exact nature of departmental *honors* work and the criteria used in judging it are listed in the departmental statements in this catalog. For *honors* the work in the department must be considerably superior to that required for graduation. The student must demonstrate his competence, insight and commitment to his field of interest.

Individual departments may award *honors* to students whose departmental work has been of high quality and *high honors* to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

2. Students who have been awarded department *honors* may be invited by the Committee on Honors, Fellowships, and Prizes to stand for College honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree the significant relations between the area of his own specialized competence and his College work as a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the committee.

The Committee on Honors, Fellowships, and Prizes will fix the minimum academic standards and procedures acceptable in any year for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.

*Courses
of
Instruction*



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The numbering system used in this *Catalog* involves a two-digit number for each semester course. Courses numbered from 11 through 20, primarily freshman courses, are open to all students; courses numbered from 21 through 30 are open to sophomores, juniors and seniors; courses numbered from 31 through 60 are open to juniors and seniors; courses numbered from 61 through 80 are open only to seniors; courses numbered from 81 through 89 are project courses open to seniors and, in exceptional circumstances, to juniors; in each department the course in preparation for the comprehensive examination is numbered 100.

When two course numbers, followed by a single description, are joined by a hyphen, the course is a year course; a student who takes the first semester of such a course must normally take the second semester. When two course numbers followed by a single description are separated by a comma, the first semester may be taken without the second, though the two are normally taken together as a year course. In either case, the first semester course is prerequisite to the second.

Unless further designated with an *a* (first semester) or a *b* (second semester), courses with uneven numbers are given in the first semester; those with even numbers in the second.

Where a course is listed as a prerequisite for another course, a grade of 65 or better will be required in the prerequisite course, unless otherwise specified; in exceptional circumstances, however, the instructor may waive this requirement at his discretion.

The College does not assign a specific number of credit hours to each course. However, for agencies which require that records be submitted in terms of credit hours, the following rules apply: Each semester's work, if completed satisfactorily with a full load of four or five courses, carries 15 semester hours credit. If a course is failed, credit is reduced by one-fourth or one-fifth, depending on whether the student is carrying four or five courses. Three hours is added for each course over five. Each laboratory course, when evaluated separately, is counted as four semester hours.

ASTRONOMY

Professor LOUIS C. GREEN, *Chairman*

The departmental work is designed to give students an understanding of and an interest in the universe in which they live. The relation of astronomy to other fields of learning is kept to the fore.

Major Requirements

Astronomy 11, 12; three courses chosen from Astronomy 41, 42, 44, 45, 46; Astronomy 81 or 82, 100; Mathematics 21; Physics 18. Three written comprehensive examinations of three hours each.

Requirements for Honors

All astronomy majors are regarded as candidates for *honors*. The award of *honors* will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

11, 12 DESCRIPTIVE ASTRONOMY

Mr. Green

Four hours, including one laboratory period a week

Our knowledge of the motions, composition, organization, and evolution of the solar system, stars and galaxies is presented, together with explanations of the methods by which this information is obtained. Prerequisite to Astronomy 12 is Astronomy 11 or consent of the instructor.

41 GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called Physics 41)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Physics 18.

Offered in 1967-68 and alternate years.

42 PLASMA PHYSICS

The principles of magnetohydrodynamics and plasma physics are developed and applied to such topics as the earth's magnetism and paleomagnetism, the Van Allen belts; the origin and variations of the radio, ultraviolet, and cosmic ray fluxes; the distribution and alignment of the interstellar dust, the presence of synchrotron radiation in cosmic sources, and the magnetic field of the galaxy. Prerequisite: Physics 18.

Offered in 1967-68 and alternate years.

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- 44 QUANTUM MECHANICS OF ATOMS AND MOLECULES Mr. Green
(Also called Chemistry 44)

The structure and spectra of atoms and simple molecules are derived quantum mechanically. A brief demonstration of the use of group theory is included. Considerable time is devoted to the quantum mechanical explanation of the chemical bond, its ionic, covalent, and metallic character, as well as its steric properties. The interpretation of laboratory and astronomical spectra is discussed. Prerequisite: Mathematics 13, 14, Physics 13, 14, and either Chemistry 13, 14 or 15.

In 1966-67, offered at Bryn Mawr College as Chemistry 303b.

- 45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS Mr. Green

The principal ordinary and partial differential equations as well as certain integral equations of astronomy and physics are discussed. Attention is given to the properties and the relations between such special functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric. An introduction to Sturm-Liouville theory is presented. Approximate solutions are sought by perturbational, variational, iterative, and numerical procedures. Examples are chosen from such fields as Hamilton-Jacobi theory as applied to problems of the motion of the satellites, planets, and charged particles in the solar system, quantum mechanics as applied to nuclear, atomic, and molecular structure and certain scattering problems, diffusion problems, aerodynamics, and radiative transfer. Prerequisites: Mathematics 21 and Physics 18, or consent of the instructor.

Offered in 1966-67 and alternate years.

- 46 STELLAR EVOLUTION AND THE ORIGIN OF THE ELEMENTS Mr. Green

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered. Prerequisite: Physics 18.

Offered in 1966-67 and alternate years.

- 81, 82 SPECIAL TOPICS IN ASTROPHYSICS Mr. Green

The content of this course may vary from year to year, but will usually deal with the determination of the abundance of the elements in stellar atmospheres. In this latter case the observational material will be high dispersion spectra obtained at one of the major American observatories. It may be repeated for credit. Prerequisite: considerable maturity in mathematics, physics and astronomy.

- 100 SENIOR DEPARTMENTAL STUDIES Mr. Green

BIOLOGY

Professor ARIEL G. LOEWY, *Chairman*

Associate Professor MELVIN SANTER

Associate Professor IRVING FINGER

Assistant Professor DIETRICH KESSLER

Visiting Assistant Professor VIVIANNE NACHMIAS

Visiting Assistant Professor URSULA V. SANTER

The biology program is designed to give a solid foundation in general biological principles, an insight into recent developments of experimental aspects of the field, and an opportunity for a research experience in the senior year.

Biology 11 and 12 are semester courses designed primarily for students not intending to major in biology. The prospective biology major normally takes no biology in his freshman year, but instead prepares himself for work in biology by taking chemistry and perhaps mathematics or physics.

The courses designed for the major program are built up in a series of three stages:

- (1) Two sophomore courses (21, 22) which introduce the student to cellular developmental and comparative biology.
- (2) Four advanced courses (31, 32, 33, 34) to be taken at the junior or senior level, designed to create sufficient competence for research in the senior year.
- (3) One Senior Research Tutorial taken for single or double credit (chosen from 61-62, 63-64, 65-66, 67-68) involving reading of current literature, laboratory research, student lectures and seminars, and a senior thesis. The topics of these research tutorials lie in the areas of principal interest of the instructors. Senior Research Tutorials may be started with the consent of the instructor during the second semester of the junior year. Students have the opportunity to apply for a summer research stipend which enables them to begin their research in the summer following their junior year. Qualified chemistry or physics majors may be admitted to the Senior Research Tutorials with consent of the instructor.

Major Requirements

Biology 21 and either 22 or 11 and 12; Biology 31, 32, 33, 34; one year-sequence of biology courses in the 60'S; Biology 100; Chemistry 13, 14 or Chemistry 15; Chemistry

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25, 26. Where prerequisites are required for these courses, the student must achieve a grade of at least 70 unless otherwise stated, or receive the consent of the instructor to apply them as prerequisites.

A student who prefers to emphasize chemistry or physics rather than developmental biology can replace Biology 22 with Chemistry 16 or Physics 18 provided that he can satisfy the prerequisites of the junior courses in biology.

The department strongly recommends the following additional courses since they provide a minimum theoretical background for advanced work in biology: Mathematics 13, 14, or 19, 20; Physics 13, 14, or 18, 23; Chemistry 16, 21, 22.

Requirements for Honors

Since all biology majors participate in the departmental senior research program, they are all candidates for departmental *honors*. These are awarded upon consideration of the following criteria of achievement: (a) grade average in courses, (b) senior research and thesis, (c) performance in Biology 100.

11 GENETICS AND THE ORIGIN OF SPECIES

Mr. Finger

Three hours; three lectures each week

An introduction to the physical basis of inheritance (genes and chromosomes) and to the changes in living things that have occurred throughout time (evolution). Evidence will be drawn from classical sources and from contemporary molecular biology.

12 BIOLOGICAL PROBLEMS FROM MICROBES TO MAN

Mr. Kessler, Mr. Loewy, and Mr. Santer

Four hours; three lectures and one laboratory period each week

A substantial term paper may be substituted for the laboratory period with consent of the instructor. This course will consider such topics as (a) how studies with microorganisms have contributed to our understanding of some important biological problems; (b) studies of living systems which shed light on problems of development and behavior; (c) the origin of man and his development through pre-history; (d) certain aspects of the bioecology of our planet which are of special significance to man.

21 THE BIOLOGY OF THE CELL

Mr. Loewy and Mr. Santer

Four hours; three lectures and one laboratory period each week

An introductory course in the areas of cell biology conventionally denoted as physiology, biochemistry, and biophysics. The course will attempt to give insight into the methods and subject matter of the physical-chemical approach to the study of living systems. This is a sophomore course; students who wish to postpone it to the junior year should obtain permission of the instructor at the end of the freshman year. Prerequisite: Chemistry 13, 14, or 15, or consent of the instructor.

BIOLOGY

- 22 **PRINCIPLES OF GENETICS AND DEVELOPMENT** Miss Oppenheimer,
and Miss Barnett
Four hours; including one laboratory period each week
A presentation of the fundamental principles of genetics and development.
Prerequisite: Biology 21 or consent of the instructor.
Offered at Bryn Mawr College as Biology 101 in spring semester 1966-67.
- 31 **CELL BIOLOGY I: STRUCTURE AND FUNCTION OF PROTEINS AND NUCLEIC ACIDS** Mr. Loewy
Four hours; three lectures and one laboratory period each week
A study of the structure and properties of proteins and nucleic acids. Emphasis is placed on physical-chemical and organic-chemical approaches to the study of biological macromolecules. Prerequisite: Biology 21; Chemistry 25 should be taken previously or concurrently.
- 32 **CELL BIOLOGY II: METABOLIC BIOCHEMISTRY AND BIOSYNTHESIS OF MACROMOLECULES** Mr. Santer
Four hours; three lectures and one laboratory period each week
A study of the various pathways of carbohydrate metabolism and of metabolic processes leading to ATP synthesis. The biosynthesis of amino acids and nucleotides, DNA, RNA and proteins and the biochemical evidence for the regulatory mechanisms which govern the production of macromolecules. Prerequisite: Biology 31 or consent of the instructor.
- 33 **CELL BIOLOGY III: CYTOLOGY AND DIFFERENTIATION** Mrs. Nachmias and Mrs. Santer
Four hours; three lectures and one laboratory period each week
A study of intracellular structure and function emphasizing morphological and biochemical methods. Pertinent problems in cell differentiation are considered. Seminars are organized around discussions of original journal articles. Laboratory projects provide an introduction to cytochemistry with the light and electron microscopes. Prerequisite: Biology 21.
- 34 **CELL BIOLOGY IV: HEREDITY AND REGULATION** Mr. Finger
Four hours; three lectures and one laboratory period each week
The topics to be emphasized are the structure and mutability of genes, transmission and storage of genetic information, and the transcription of this information into specific macromolecules. Cytoplasmic control of gene expression and other mechanisms for the regulation of gene activity also will be discussed. Prerequisite: Biology 11 or 22 and Biology 21, or consent of the instructor.
- 35 **READING COURSE IN EVOLUTIONARY THEORY** Mr. Finger
The purpose of this course is to enable the student to acquaint himself with evolutionary theory, both current and past, by reading advanced textbooks, reviews and scientific journals. Prerequisite: Biology 11 and consent of the instructor.

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61-62 SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS Mr. Loewy

Student research on the molecular basis of structure formation. Laboratory work is supplemented with readings related to the area of investigation and with the presentation of discussions by students. Prerequisite: Biology 31 or consent of the instructor.

63-64 SENIOR RESEARCH TUTORIAL IN CELL BIOCHEMISTRY Mr. Santer

Student research on the chemical composition and hereditary control of cytoplasmic particles involved in protein synthesis. Laboratory work is supplemented with readings from the current literature and seminars by students on material related to the research. Prerequisite: Biology 31 or 32 or consent of the instructor.

65-66 SENIOR RESEARCH TUTORIAL IN PHYSIOLOGICAL GENETICS Mr. Finger

The two major problems to be studied are: regulation of gene activity and the control of the assembly of specific antigenic proteins. Prerequisite: Consent of the instructor.

67-68 SENIOR RESEARCH TUTORIAL IN EXPERIMENTAL CYTOLOGY Mr. Kessler

Research on changes in cellular structure correlated with functional changes, particularly in the nucleus with nucleic acid synthesis using electron microscopy and autoradiography. Student discussions based on reading and research are encouraged. Prerequisite: Biology 33 or consent of the instructor.

Not offered in 1966-67.

81, 82 PROJECTS IN BIOLOGY Staff

Prerequisite: Consent of the instructor.

100 SENIOR DEPARTMENTAL STUDIES Staff

A senior seminar which meets one evening each week consisting of:

- (a) Presentation for discussion of research plans and research results by students and faculty.
- (b) Participation in the department's Philips visitors program.
- (c) Presentation by students of "Comprehensive Papers" on contemporary developments in experimental biology providing an opportunity for library research and for the writing of a paper.
- (d) A written, open-book "Comprehensive Examination" testing the student's ability to synthesize and analyze the material in the course work.

CHEMISTRY

Associate Professor HARMON C. DUNATHAN, *Chairman*

Professor ROBERT I. WALTER

Associate Professor JOHN P. CHESICK

Associate Professor COLIN F. MACKAY

Associate Professor EDWARD McNELIS

Assistant Professor ROBERT M. GAVIN, JR.

The program in chemistry is designed to develop familiarity with that science as an intellectual discipline. This approach both serves the function of contributing to the liberal education of non-professionals, and provides a sound basis for professional work in chemistry and related sciences. The courses are planned as a sequence which each student is encouraged to enter at as advanced a level and to complete as rapidly as his background and abilities will permit. Able students then have available a substantial block of time in the senior year for serious pursuit of a laboratory research problem, and for independent correlation and extension of the material presented in the individual courses.

A major in chemistry who plans to undertake graduate study in that or a related field should include in his program courses 34, 53, and two additional courses in either chemistry or physics, together with German 13, 14. This program provides a level of training equivalent to that recommended by the American Chemical Society. For the courses in chemistry required for premedical preparation, see page 50.

A grade of 3 or better on the CEEB Advanced Placement examination in chemistry will assure placement in Chemistry 15. A grade of 5 or 4 will usually qualify an entering student for placement in Chemistry 25 or Chemistry 16. The school course records and recommendations are the deciding factors in the cases of grades of 4. For students who have not taken the CEEB Advanced Placement examination, the assignment to Chemistry 15 or 13 will be based on school records and a placement test given at Haverford during freshman orientation week.

Major Requirements

Chemistry 13, 14 (or 15), 16, 21, 22, 25, 26, 51, 100, and one additional course in chemistry; Mathematics 13, 14 (or 19), and Physics 13, 14 (or Physics 18 and 23).

A student interested in an area of chemistry related to another discipline may, in consultation with the department, work out a major program which substitutes upper level courses in other departments for selected required chemistry courses.

A student must earn a grade of at least 70 in those courses listed as prerequisite to an advanced course in order to qualify for admission to the advanced course.

Requirements for Honors

Students who are considered qualified will be invited to become candidates for departmental *final honors* during the second semester of the junior year. *Honors* candidates will be expected to complete a senior laboratory research problem at a level superior both in quality and quantity of effort to that expected in normal course work. The award of *final honors* by the department will be based upon superior performance in the research problem, in major courses, and in the senior comprehensive examinations.

13 PRINCIPLES OF CHEMISTRY Mr. McNelis and staff

Four hours; three lectures and one laboratory period each week

A study of stoichiometry, atomic structure and the periodic table, energy changes in chemical processes, and equilibrium systems. Illustrations are taken from each of the traditional branches of chemistry.

14 STRUCTURE AND BONDING IN CHEMISTRY Mr. McNelis and staff

Four hours; three lectures and one laboratory period each week

A study of the concepts of structure, isomerism, and functional group, the properties of covalent bonds and of covalent molecules, and the factors which influence the rates of reactions. Prerequisite: Chemistry 13.

15 PRINCIPLES, STRUCTURE, AND BONDING Mr. Gavin

Four hours; three lectures and one laboratory period each week

A rapid survey of the topics covered in Chemistry 13, 14. Admission will be based upon the student's preparation and past performance in chemistry (see the statement above). May not be taken for credit after Chemistry 13, 14.

16 THE PHYSICAL CHEMISTRY OF EQUILIBRIUM SYSTEMS Mr. Gavin

Four hours; three lectures and one laboratory period each week

A study of thermochemistry, chemical equilibrium, and the first two laws of thermodynamics. Laboratory exercises will consist of the quantitative study of various equilibrium systems. Prerequisite: Chemistry 14 or 15; Mathematics 13, 14 (may be taken concurrently); or Mathematics 19.

21 THE PHYSICAL CHEMISTRY OF REACTING SYSTEMS Mr. MacKay

Four hours; three lectures and one laboratory period each week

A study of electrochemistry, colligative and transport properties of solutions, the phase rule and phase equilibria, reaction rates and chemical kinetics, surface and polymer chemistry. Laboratory exercises will consist of the quantitative study of systems related to the lecture topics. Prerequisite: Chemistry 16.

22 THE PHYSICAL CHEMISTRY OF MOLECULES Mr. MacKay

The Boltzman distribution law, kinetic theory of gases, and elementary topics from statistical thermodynamics and quantum mechanics. Prerequisite: Chemistry 16 and Physics 14 (may be taken concurrently) or Physics 18.

CHEMISTRY

25, 26 ORGANIC CHEMISTRY

Mr. Dunathan

Four hours; three lectures and one laboratory period each week

A survey of the chemistry of the functional groups common in organic compounds, and of the elementary theoretical basis of organic chemistry. Prerequisite: A grade of 70 or higher in Chemistry 14 or 15.

34 ADVANCED PHYSICAL AND INSTRUMENTAL METHODS LABORATORY

One lecture and two laboratory periods each week

Mr. Gavin

Laboratory study of the applications of spectroscopic, x-ray, and other methods to the determination of molecular structure, and of the reactive and non-reactive interactions of molecules and ions. Prerequisite: Chemistry 21, 22 (may be taken concurrently).

44 QUANTUM MECHANICS OF ATOMS AND MOLECULES

(See Astronomy 44)

51 INORGANIC CHEMISTRY

Mr. MacKay

Four hours, two lectures and two laboratory periods each week

Lectures on theoretical and systematic descriptive inorganic chemistry. Laboratory problems in qualitative inorganic analysis and inorganic preparations in aqueous and non-aqueous systems. Prerequisite: Chemistry 21 (may be taken concurrently).

53 QUALITATIVE ORGANIC ANALYSIS

Mr. McNelis

Four hours, two lectures and two laboratory periods each week

The identification of organic compounds, with major emphasis on degradative and spectroscopic methods as applied to structure determinations. Prerequisite: Chemistry 26.

54 ADVANCED ORGANIC CHEMISTRY

Mr. Dunathan

Selected topics from the fields of stereochemistry and organic reaction mechanisms. Prerequisite: Chemistry 26.

Offered in 1966-67 and alternate years.

56 BIOCHEMICAL MECHANISMS

Mr. Dunathan

The organic chemistry of proteins, polypeptides, and polynucleotides. The theory and mechanism of enzyme action. Chemical theories of active transport, muscle action, and the origin of nerve impulses. Prerequisite: Chemistry 26 and Biology 21 or permission of the instructor.

Offered in 1967-68 and alternate years.

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61, 62 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY

Mr. Gavin and Mr. MacKay

Directed research in problem of molecular structure determination, hot atom chemistry, gas phase reaction kinetics and photochemistry, or one of a selected group of topics in inorganic chemistry.

63, 64 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY

Mr. Walter, Mr. Dunathan and Mr. McNelis

Directed research in areas of physical-organic chemistry and biochemistry. Topics include the synthesis of stable free radicals and the theoretical interpretation of their chemical and spectroscopic properties, a study of the mechanism of action of enzymes utilizing pyridoxal phosphate as a cofactor.

Students engaging in sixty level work will generally register for 61 or 63 as a double course in the first term followed by 62 or 64 as a single course in the second term. Laboratory work extending through two semesters is usually expected of a candidate for departmental final honors. A final paper and oral presentation of the work will be expected.

100 SENIOR SEMINAR AND COMPREHENSIVE EXAMINATION

Chemistry 100 will be conducted as a seminar devoted to the review and application of the fundamental principles of the discipline. The emphasis will be on appropriate topics of current research interest suggested by the lectures of Philips visitors, selected colloquia and professional society speakers, and faculty research. Active student participation will be encouraged by discussion of current student research and related literature surveys. It is expected that the work of the semester course unit of Chemistry 100 will be distributed throughout the school year to take advantage of guest lecturers. The principles and applications will be covered by a final comprehensive examination to be given in May.

Students should register for Chemistry 100 in both the fall and spring terms, since the work of the course will be distributed through two semesters. Only one course credit can be earned for the course.

CLASSICS

Professor HOWARD COMFORT, *Chairman*

Assistant Professor DANIEL J. GILLIS

Assistant Professor EDWARD M. MICHAEL

The Classics Department offers instruction in the language, literature, and civilization of the Greek and Roman peoples. Principal emphasis is laid upon meeting the Greek and Roman legacy through the medium of the original languages, but courses in Classical Civilization offer opportunities to study ancient history and literature in English translation.

Two major programs offer students an opportunity either to specialize in the ancient world or to follow the Classical Tradition into its modern manifestations.

Major Requirements

Two major programs are available in this department:

A. Classics Major: twelve semester courses divided between Greek and Latin, of which two must be either Classics 31, 32 or 33, 34 or 81, 82; Classics 100; written comprehensive examination in two sections: A. Translation from Greek and Latin, to be taken at a time set by the department, ordinarily not later than the second week of the second semester of the senior year. If a candidate fails this examination the department will decide when he may repeat it. B. Greek and Roman literature and history, taken at the end of the senior year.

B. Classics and the Classical Tradition Major: a specific program, to be approved by the department, involving at least one ancient language and one modern field of study; eight semester courses in Greek or Latin; four semester courses in the related field in other departments; a substantial paper, ordinarily written in connection with Classics 81, 82; Classics 100; a written comprehensive examination consisting of the Greek or Latin part of section A and all of section B of the Classics major comprehensive examination.

Requirements for Honors

A. Classics Major: an average of 85 or better in Classics courses during the junior and senior years; a grade of 85 or better on both sections A and B of the comprehensive examinations; either a substantial paper written during the senior year and due on or before May 1 on a topic approved by the department, or the completion of 300 pages of reading in Greek and Latin during the junior and senior years in addition to normal course assignments, the material to be chosen in consultation with the department; a one hour oral examination on honors and course work.

B. Requirements for *honors* in Classics and the Classical Tradition are the same as for *honors* in Classics except that courses in the related field outside the department are to be counted in computing the grade average; the student will not have the option of substituting reading in Latin and Greek for the paper; the oral examination will cover both ancient and modern parts of the candidate's special field.

Courses in Greek Language and Literature

11-12 ELEMENTARY GREEK

Mr. Michael

Intensive study of the elements of the language followed by reading of the *Ion* of Plato, the *Alkestis* of Euripides, and a dialogue of Lucian.

21 INTRODUCTION TO GREEK LITERATURE

Mr. Gillis

Critical readings in Homer's *Iliad* and *Odyssey*, with lectures and reports on the Homeric world. Prerequisite: Classics 11-12 or the equivalent.

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22 INTRODUCTION TO GREEK LITERATURE

Mr. Michael

Reading of Greek lyric poetry, with special emphasis on the techniques of literary criticism; collateral reading of other types of Greek poetry. Prerequisite: Classics 21 or permission of the instructor.

31 GREEK LITERATURE OF THE FIFTH CENTURY: POETRY

Mr. Michael

Reading of two or three of the tragedies of Sophocles, plus critical study of his other plays in English translation. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1966-67 and alternate years.

32 GREEK LITERATURE IN THE FIFTH CENTURY: PROSE

Mr. Gillis

Readings in the *Histories* of Herodotus and Thucydides, with special attention to literary aspects of the works. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1966-67 and alternate years.

33, 34 GREEK LITERATURE IN THE FOURTH CENTURY AND LATER

Mr. Gillis and Mr. Michael

Study of Demosthenes, Aristotle, and other authors as dictated by the needs of the students enrolled. Students majoring in Classics will be afforded opportunities to practice Greek composition. May be repeated for credit with change of content. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1967-68 and alternate years.

Courses in Latin Language and Literature

13-14 ELEMENTARY LATIN

Mr. H. Comfort

Basic instruction in Latin declension and conjugation; then Cicero's *In Catilinam I*, nearly all the poems of Catullus, and selected Letters of Pliny.

Offered on sufficient demand.

15 LATIN LITERATURE I: PROSE

Mr. Gillis

Review of grammar and vocabulary; two orations, selected Letters, and *De Senectute* of Cicero. Prerequisite: Classics 13-14 or two or three years of preparatory Latin.

16 LATIN LITERATURE I: POETRY

Mr. H. Comfort

Vergil's *Aeneid* I, IV, VI and selections. Prerequisite: Classics 13-14 and 15 or 17 or the equivalent at the discretion of the instructor.

CLASSICS

17 LATIN LITERATURE II

Mr. Michael

Reading of two plays of Plautus and one of Terence as examples of the Roman comic spirit, with special emphasis on the *vis comica* and theatricality of the plays; collateral reading of several other Roman comedies in English translation. Prerequisite: Classics 15, 16 or four years of preparatory Latin.

18 LATIN LITERATURE II

Mr. H. Comfort

Reading of the poems of Catullus and selected poems of Horace.

23, 24 LATIN LITERATURE III

Mr. H. Comfort

Systematic study of one or more aspects of Latin literature and Roman life. Prerequisites at the discretion of the instructor. These courses may be repeated for credit with change of content.

81, 82 PROJECTS IN CLASSICS

Staff

Prerequisites at the discretion of the instructor.

Courses in Classical Civilization not Requiring the Use of Greek or Latin

19, 20 CLASSICAL CIVILIZATION: HISTORY AND LITERATURE

Mr. Gillis and Mr. Comfort

(Also called History 19, 20) Two lectures and one seminar meeting weekly

Study of the significant events and trends of ancient history and of the chief works of Greek and Latin literature in English translation.

29 SEMINAR IN GREEK CIVILIZATION

Mr. Michael

(Also called History 29)

Reading in translation of extensive portions of Greek literature, together with a study of the history of the age, within the framework of a designated topic of importance; special emphasis on the major conceptions of Greek historiography. Seminar papers and reports will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content. Topic for 1966-67: Expansion in Fifth Century Athens.

Offered in 1966-67 and alternate years.

30 SEMINAR IN ROMAN CIVILIZATION

Mr. Michael

(Also called History 30)

Reading in translation of extensive portions of Latin literature, together with a study of the history of the age, within the framework of a designated topic of importance; special emphasis on the major conceptions of Roman historiography. Seminar papers and reports will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content. Topic for 1966-67 to be announced.

Offered in 1966-67 and alternate years.

ECONOMICS

Professor HOLLAND HUNTER, *Chairman*

Professor HOWARD M. TEAF, JR.

Professor PHILIP W. BELL

Assistant Professor CHIOU-SHUANG YAN

On joint appointment with Bryn Mawr

Assistant Professor GEORGE I. TREYZ

At Bryn Mawr

Professor MORTON S. BARATZ, *Chairman*

Assistant Professor RICHARD B. DU BOFF

The work in economics provides a basis for understanding and evaluating the operation of the American economy and other types of economy. Concepts and analytic methods are presented as aids in formation of intelligent policy judgments. The introductory courses, Economics 11 and 12, are designed to give the kind of informed perspective on economic performance standards that should be part of a liberal education. The group of intermediate courses offers a fuller range of material on major topics in the field, designed to be useful in relation to a wide variety of student interests. The group of advanced courses supplies a theoretical and methodological foundation for those who expect to make use of economics in their professional careers. In all courses students are exposed to the data and primary source material that underlie sound economic analysis, and are encouraged to apply oral, written, and computer methods in analyzing this evidence.

The senior major's research project in Economics 61 may, under appropriate circumstances, be carried as a double course or be extended into the spring semester under Economics 82.

Men expecting to major in economics are advised to take Economics 11, 12 in their freshman year.

Major Requirements

Economics 11, 12; four semester courses from the 20-30 series; four semester courses from the 40 series; 61 and 100; and three other approved courses in the social sciences or mathematics. The comprehensive examination involves a written examination, a short research memorandum, and a brief oral examination.

Requirements for Honors

Plans for *honors* work will usually be laid during a student's junior year. An *honors* project will involve a paper of high quality, usually begun in Economics 61, together with an oral examination by the department and an outsider examiner.

11 INTRODUCTION TO ECONOMICS

Mr. Teaf, Mr. Du Boff and Mr. Hunter

Study of the institutions and principles of the American economy, with stress on the forces promoting stable growth with minimum inflation and unemployment. Diverse readings, class discussion, short paper.

12. INTRODUCTION TO ECONOMICS Mr. Hunter, Mr. Baratz and Mr. Teaf

Analysis of the relationships that determine individual incomes and prices, the issues that arise in international economic affairs, and the problems that face poor countries. Diverse readings, class discussion, short paper.

(Economics 11 and 12 together present the basic concepts and evidence required for an understanding of current economic problems. Normally Economics 11 should be taken before Economics 12.)

21 AMERICAN ECONOMIC DEVELOPMENT

Mr. Du Boff

Long term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; and shorter term variations in business activity and capital investment. Quantitative findings provide the points of departure. Prerequisite: Economics 11, 12.

22 NON-WESTERN ECONOMIC DEVELOPMENT

Mr. Baratz

An introduction to the institutional settings and economic patterns that account for underdevelopment in poor countries, and a review of efforts to overcome barriers to rapid development. Case studies of selected countries in Latin America, Africa, or Asia. Prerequisite: Economics 11, 12.

23 MONEY AND BANKING

Mr. Treyz

The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisite: Economics 11, 12.

24 PUBLIC FINANCE AND FISCAL POLICY

Mr. Treyz

A study of local, state, and Federal revenues and expenditures with particular emphasis on the Federal budget; fiscal policy as a positive means of shaping public taxation and expenditure so as to contribute to a stable, full employment economy. Prerequisite: Economics 11, 12.

25 PRIVATE ENTERPRISE AND PUBLIC POLICY

Mr. Baratz

A theoretical and empirical analysis of the structure of industrial markets and the behavior of business firms in a competitive economy; legal restrictions on business policy; social and political implications of public regulation of private enterprises. Prerequisite: Economics 11, 12.

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- 26 INTERNATIONAL ECONOMIC THEORY AND POLICY Mr. Bell
The theory and practice of international trade. The balance of payments, and the theory of disturbances and adjustment in the international economy. Economic integration. Relationships between rich and poor countries, and the impact of growth and development on the world economy. Prerequisite: Economics 11, 12.
- 32 THE SOVIET SYSTEM Mr. Hunter
(Also called Political Science 32.)
An analysis of the structure and functioning of major Soviet economic, political, and social institutions. Current arrangements are studied as products of historical development. Present performance and prospects are evaluated. Prerequisite: Two semester courses of economics, political science, or history.
- 35b WESTERN EUROPEAN ECONOMIC DEVELOPMENT Mr. Du Boff
Selected topics in the economic history of Britain, France, Germany, and Italy since 1760 are examined, both theoretically and empirically. Representative topics may include the "industrial revolution," technological change, demographic trends, the growth of international trade and finance, the impacts of the world wars, and the effects of national economic policies. Prerequisite: Economics 11, 12.
Offered in 1966-67 and alternate years.
- 36 COMPARATIVE ECONOMIC SYSTEMS Mr. Du Boff
An analysis of capitalist, socialist, mixed, and communist economic organization. Theoretical aspect (including free market, Marxist-Leninist, and democratic socialist principles) and contemporary national cases are studied. Prerequisite: Economics 11, 12.
Offered in 1967-68 and alternate years.
- 37 TECHNOLOGY, WORK, AND LEISURE Mr. Teaf
Study of the social and personal problems arising out of rapid technological change and its effect on the labor force. Responses of unions, employers, and public authorities. Arrangements for minimizing insecurity and conflict. Prerequisite: Economics 11, 12, or two courses in sociology.
- 38 THE MODERN CORPORATION Mr. Teaf
An analysis of the institutional fundamentals underlying corporate decision-making, and a review of ethical issues surrounding corporate performance in contemporary society. Prerequisite: Economics 11, 12.
- 39 LATIN AMERICAN ECONOMIES AND POLITIES
(Also called Political Science 39.) Mrs. Marshall and Mr. Baratz
Detailed study of certain basic political and economic problems in Latin America. Open to students who have had at least one year of political science and one year of economics. Preference is given to those who have a reading knowledge of Spanish.
Offered in 1967-68 and alternate years.

ECONOMICS

41 CORPORATE AND NATIONAL ACCOUNTING

Mr. Teaf

A study of the fundamentals of corporate accounting and their extension to the national accounts. Emphasis is placed on the derivation of the major reports of businesses and of the national economy. Prerequisite: Economics 11, 12. Open to sophomores, juniors, and seniors.

43 STATISTICAL METHODS IN ECONOMICS

Mr. Treyz

An introduction to the concepts and procedures that underlie the quantitative analysis of economic and other social data. Frequency distributions, probability and sampling, time series, index numbers, regression analysis, computer programming. Prerequisite: Economics 11, 12. Open to sophomores, juniors, and seniors.

44 INTRODUCTION TO ECONOMETRICS

Mr. Treyz

Quantitative methods for economic analysis and forecasting. Students may choose to emphasize either theoretical or empirical work. Everyone will do a project using multiple regression. Prerequisite: Economics 43, Mathematics 18 or permission of the instructor.

45 MACROECONOMIC ANALYSIS

Mrs. Yan

Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisite: Economics 11, 12.

46 MICROECONOMIC ANALYSIS

Mrs. Yan

Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisite: Economics 11, 12.

47 DEVELOPMENT ANALYSIS

Mr. Hunter

Theoretical treatment of the structural changes associated with the process of economic development, especially in poor countries, and rigorous analysis of criteria for policy judgments in development programming. Introduction to input-output and linear programming methods. Prerequisite: Economics 11, 12.

61 EMPIRICAL SEMINAR

Mr. Bell

Current problems, selected to accord with student interests, are investigated with the aid of economic theory and quantitative methods. Research paper required. Prerequisite: permission of the instructor.

81, 82 INDIVIDUAL PROJECTS

Staff

100 SENIOR DEPARTMENTAL STUDIES

Staff

ENGINEERING AND APPLIED SCIENCE

Professor THEODORE B. HETZEL, *Chairman*

Associate Professor THOMAS A. BENHAM

Assistant, NORMAN M. WILSON

The newly revised and expanded program in engineering and applied science is designed to provide a sound preparation for a career in engineering or industry by a combination of basic engineering courses with a broad range of those in the natural sciences, mathematics, social sciences, and humanities.

The creative aspects of engineering are emphasized by involving the student in developing special engineering projects, one at an elementary level in the sophomore year and another at an advanced level in the senior year. These laboratory projects in design and construction will take into account not only the technical but also the scientific and social implications of the project.

The introductory course is divided into two distinct elements. The first semester, planned primarily for engineering majors, concentrates on engineering design. The second semester is an entirely new course developed both for students in engineering and in the social and natural sciences as well. It will center around problems of numerical methods and procedures involving the use of linear algebra, differential and integral calculus, and elementary statistics, making extensive use of the college's IBM 1620 digital computer.

The courses for the engineering major plus the general College requirements in the natural and social sciences and the humanities, together with several free electives, constitute a program such as is sometimes called "General Engineering," or "Engineering Administration." Two alternatives in major requirements provide opportunity for those wishing to concentrate in areas of special interest.

Haverford graduates with a major in engineering who wish to carry on further technical training in engineering are granted advanced standing in undergraduate engineering schools or are admitted to graduate schools. Those engineering majors who seek employment in leading industrial firms have found that their preparation at Haverford has prepared them well for engineering employment and also for future study and training.

Our students profit by the opportunities in the Philadelphia area to visit industrial plants and to attend meetings of technical societies.

Major Requirements

Engineering 11, 12, 21, 23, 24, 26, 31, 32, 41 or 43, 61 or 62, 100; Mathematics 13, 14; Physics 13, 14; Economics 11, 12; and *either* (A) Chemistry 13, 14 (or Chemistry 15), and two additional courses above the introductory level in engineering, mathematics, chemistry, physics, or astronomy; *or* (B) two additional courses above the introductory level, from engineering, mathematics, physics, or astronomy, and four more courses from the social sciences, chosen in consultation with the Engineering Department.

11 INTRODUCTION TO ENGINEERING DESIGN

Mr. Hetzel

One class and two laboratory periods a week

This course includes the principles and conventions of engineering graphics, including pictorial drawing and descriptive geometry; the materials and methods of production; the components of machines and their kinematic analysis.

12 NUMERICAL METHODS

The course will emphasize methods which are suitable for high speed electronic computers. Extensive use will be made of the IBM 1620. The following topics will be discussed: systems of linear equations, interpolation polynomials, numerical integration and differentiation, difference methods, ordinary linear differential equations, propagation of errors, and commonly used statistical techniques. Prerequisite: Mathematics 13, 14 (or the equivalent) or concurrent enrollment in Mathematics 14.

21 ANALYTICAL MECHANICS

Mr. Hetzel

A study of statics, kinematics, and dynamics. Forces in equilibrium, friction, moments of inertia, plane motion, work and energy, impulse and momentum, mechanical vibrations. Prerequisite: Mathematics 13, 14.

23 MATHEMATICAL METHODS IN ENGINEERING

Mr. Benham

Use of such advanced mathematical techniques as infinite series, transforms, Bessel functions, and complex variable. Problems are chosen from various fields of engineering. Prerequisite: Mathematics 13, 14; Physics 13, 14; Engineering 12 (or consent of the instructor).

24 ENGINEERING DESIGN

Staff

One class and two laboratory periods a week

Each student will undertake a project that synthesizes the creative aspects of technical invention, design, and construction, with social and economic considerations. Prerequisite: Mathematics 13, 14.

26 INTRODUCTION TO ELECTRICAL ENGINEERING

Mr. Benham

Four hours, including one laboratory period a week

Direct and alternating current circuits and machines; transient phenomena. Prerequisite: Engineering 23.

HAVERFORD COLLEGE

31 INTRODUCTION TO ELECTRONICS

Mr. Benham

Four hours, including one laboratory period a week

Electronic devices, magnetic and control circuits, radiation and detection of electromagnetic waves, transmission systems. Prerequisite: Engineering 26.

32 THERMODYNAMICS

Mr. Hetzel

A study of energy, its sources, liberation, transfer, and utilization; gases, vapors, and their mixtures; theoretical and actual thermodynamic cycles for power and refrigeration. Prerequisite: Mathematics 13, 14; Physics 13, 14.

41 MECHANICS OF MATERIALS

Mr. Hetzel

Three classes per week including occasional laboratory periods

A study of the elastic behavior of beams, shafts, columns, vessels, and joints, acted upon by simple and combined stresses. Prerequisite: Engineering 21 or Physics 15.

42 INTERNAL COMBUSTION ENGINES

Mr. Hetzel

The thermodynamics, fluid flow, and performance of internal combustion engines. There will also be consideration of fuels, carburetion and injection, etc. and several laboratory investigations of engine performance. Prerequisite: Mathematics 13, 14; Physics 13, 14.

Offered in 1967-68 and alternate years.

43 CIRCUIT THEORY

Mr. Benham

Four hours, including one laboratory period a week

Networks, resonance, integrating and differentiating systems, and filters. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).

Offered in 1966-67 and alternate years.

44 ADVANCED ELECTRONICS

Mr. Benham

Four hours, including one laboratory period a week

Amplifiers, rectifiers, oscillators, pulse height analyzers. Prerequisite: Engineering 43 or Physics 23, 24.

Offered in 1966-67 and alternate years.

45 COMMUNICATION THEORY

Mr. Benham

Review of communication systems; study of the theory and problems associated with noise; introduction to information theory. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).

Offered in 1967-68 and alternate years.

61, 62 PROJECTS

Staff

Engineering majors are required to do at least one semester of individual work in some special field of investigation, such as the engineering of a project with consideration of its technical, industrial, commercial, and sociological aspects.

100 SENIOR DEPARTMENTAL STUDIES

Staff

ENGLISH

Professor EDGAR SMITH ROSE, *Chairman*

Professor RALPH M. SARGENT

Professor JOHN A. LESTER, JR.

Professor CRAIG R. THOMPSON

Professor JOHN ASHMEAD, JR.

Associate Professor FRANK J. QUINN

Associate Professor ALFRED W. SATTERTHWAITE

Assistant Professor JAMES C. RANSOM

Assistant Professor VICKI W. KRAMER

The Department of English aims to make accessible to students their cultural heritage in English and to help them perfect their reading and writing skills. These aims are reciprocal. Only if students read well are they able to possess their rightful heritage; only if they realize through literature the full resources of language will their own writing attain the desired level of effectiveness.

Many students who choose to major in English intend to pursue some aspect of the subject professionally: to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the department provides preliminary education for all these purposes. The study of literature in English is recommended likewise to those students who intend to enter a non-literary profession such as law, government service, the ministry, medicine, or business. The department welcomes such students.

English 11-12 is a required course; it provides tutorial instruction in writing and practice in literary interpretation. Beyond the freshman year the department offers a variety of complementary courses embracing the study of literature in its temporal and cultural setting, movements, figures, genres, literary theory and criticism, and the art of writing.

HAVERFORD COLLEGE

Major Requirements

Two major programs are available in this department.

A. Major in English literature. English literature from the Renaissance to the end of the nineteenth century in six required courses: English 23, 24, 33, 34, 43, 44, to be taken in their proper time sequence; English 100; four other courses within the department, including one numbered in the 60's, to be chosen by the student in consultation with his major adviser. Eleven semesters in all. Two semesters in a classical literature (in Greek, Latin, or English) or in a modern literature (French, German, Spanish, or Russian) may be counted toward the English major.

B. Major in English and American literature. English literature from the Renaissance to the end of the eighteenth century in four required courses: English 23, 24, 33, 34, to be taken in their proper time sequence; American literature from colonial times to the end of the nineteenth century: English 35, 36; English 100; four other courses within the department, two of these in American literature. Eleven semesters in all.

In that the two major programs overlap, a portion of the comprehensive examination will be the same for all students; other portions will vary with the respective programs and with the students' particular fields of interest.

Students who plan to proceed to graduate work are reminded that virtually all graduate schools require a reading knowledge of both French and German, and some of the leading ones require a knowledge of Latin also, for the Ph.D. degree in English.

Requirements for Honors

Students whose work shows superior achievement will be invited to become *honors* candidates at the end of their junior year. Candidates for *honors* must achieve an overall average of 85 or better in English courses (including 100) completed in their junior and senior years.

Each *honors* candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the chairman of the department not later than May 1st of the student's senior year. To be accepted for *honors* this paper must, in the judgment of the English faculty, reveal superior achievement.

Final honors are awarded on the basis of achievement in courses, an honors project, and the comprehensive examination. *High honors* are granted on the further evidence of distinction in an oral examination.

11-12 READING AND WRITING ON HUMAN VALUES

Mr. Sargent, Mr. Lester, Mr. Ashmead, Mr. Quinn, and Mr. Satterthwaite,
Mr. Rose, Mr. Ransom, and Mrs. Kramer
Chairman: Mr. Lester

Two class meetings and one tutorial meeting weekly.

Readings in the humanities and tutorial instruction in writing.

20 THE ART OF POETRY

Mr. Quinn

The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth.

ENGLISH

- 21 GENERAL COURSE IN ENGLISH LITERATURE (I) Mr. Lester
Major figures in English literature from the *Beowulf* poet to Milton (including Shakespeare).
- 22 GENERAL COURSE IN ENGLISH LITERATURE (II) Mr. Lester
Major figures in English literature from Swift to Eliot.
- 23 LITERATURE OF THE ENGLISH RENAISSANCE (I)
Mr. Sargent and Mr. Satterthwaite
A critical study of the poetry, prose, and drama of the Elizabethan age. The first of the period courses designed primarily for students intending to major in English literature.
- 24 LITERATURE OF THE ENGLISH RENAISSANCE (II)
Mr. Sargent and Mr. Satterthwaite
A critical study of poetry, prose, and drama from the late Elizabethan period through the early Stuart reigns. Prerequisite: English 23 or consent of instructor.
- 30 THE RISE OF THE NOVEL Mr. Rose
A concentrated study of selected works of fiction from Defoe to Austen, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view.
- 31 THE DEVELOPMENT OF THE NOVEL Mr. Lester
Narrative fiction from Austen to Joyce. Prerequisite: English 30 or consent of instructor.
- 33 THE AGE OF MILTON Mr. Satterthwaite
Selected works by Milton in the context of metaphysical poetry, baroque prose, and Restoration drama. Prerequisite: English 24 or consent of instructor.
- 34 THE NEOCLASSICAL MOVEMENT Mr. Rose
A study of some of the major neoclassical works from Dryden to Johnson, with attention to critical theory, satire, drama, and the periodical essay. Prerequisite: English 33 or consent of instructor.
- 35 AMERICAN LITERATURE TO WHITMAN Mr. Ashmead
Chiefly devoted to Poe, Hawthorne, Melville; Emerson, Thoreau, Whitman.
- 36 AMERICAN LITERATURE FROM WHITMAN TO DREISER Mr. Ashmead
Chiefly devoted to Whitman, Dickinson, Lanier; Twain, Howells, James; Melville, Crane, Dreiser. Prerequisite: English 35 or consent of instructor.

HAVERFORD COLLEGE

39 SHAKESPEARE

Mr. Sargent

Extensive reading in Shakespeare's plays. Prerequisite: English 21, 22, or 23, 24 or consent of instructor.

40 CREATIVE WRITING

Mr. Ashmead

Practice in writing imaginative literature. Chiefly confined to prose fiction. Regular assignments, class discussions, and personal conferences. Prerequisite: junior standing and consent of the instructor.

43 THE ROMANTIC PERIOD

Mr. Ransom

Critical reading in the imaginative literature of the English romantic movement, including Blake. Prerequisite: English 34 or consent of instructor.

44 THE VICTORIAN PERIOD

Mr. Lester

Readings in the controversial, critical, and imaginative literature of the period. Prerequisite: English 43 or consent of instructor.

45 BRITISH LITERATURE OF THE TWENTIETH CENTURY

Mr. Quinn

Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level.

46 AMERICAN LITERATURE OF THE TWENTIETH CENTURY

Mr. Ransom

Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level.

47 LITERARY THEORY AND CRITICISM

Mr. Rose

(Also called Philosophy 47)

A systematic exploration of various approaches to literature. Readings in aesthetics, criticism, and imaginative literature. Discussions and critical papers. Prerequisite: two literary courses above the freshman level.

48 MODERN AMERICAN DRAMA

Mr. Ashmead

Modern American drama from O'Neill to the present, together with significant television plays and movies.

49-50 EUROPEAN THOUGHT AND LETTERS, 1100-1600

Mr. C. Thompson

(Also called History 49-50)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious developments of the epoch. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some knowledge of European history and a reading knowledge of Latin or of a relevant modern language.

Offered in 1966-67 and alternate years.

GENERAL COURSES

61 CHAUCER AND THE CHAUCERIANS

Mr. Quinn

A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar. Prerequisite: consent of the instructor. Enrollment limited.

62 TOPICS IN SHAKESPEARE

Mr. Satterthwaite

Close study of a few plays. Seminar. Prerequisite: English 23, 24, or English 39, or consent of the instructor. Enrollment limited.

65 TOPICS IN AMERICAN LITERATURE

- 1966-67: a. William Faulkner
b. Wallace Stevens

Mr. Ashmead
Mr. Ransom

66 TOPICS IN ENGLISH LITERATURE

1966-67: James Joyce

Mr. Sargent

81, 82 PROJECTS

Staff

Project courses consist of individual study and writing under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Candidates for *honors* are expected to undertake, in the last semester of the senior year, a project leading to the honors paper.

100 SENIOR DEPARTMENTAL STUDIES

Staff

A required course for majors, English 100 reviews the work of the major program in preparation for the Comprehensive Examination through (1) assignments in literature and in literary history, and (2) regular meetings devoted to the answering of sample questions in oral recitation, with criticism thereof.

FRENCH

(See Romance Languages)

GENERAL COURSES

HUMANITIES 21-22 INTERPRETATION OF LIFE IN WESTERN LITERATURE

Mr. Butman, Mr. Gutwirth, Mr. Quinn and Mr. Rose

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method.

HAVERFORD COLLEGE

HUMANITIES 45-46 INTERDEPARTMENTAL SEMINAR

Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 12 students. Prerequisite: consent of the instructor.

Not offered in 1966-67.

LINGUISTICS 21, 22 INTRODUCTION TO LINGUISTICS Miss Dorian

The first semester deals with anthropological linguistics, the second with historical and descriptive linguistics.

Offered at Bryn Mawr as Interdepartmental 308.

LINGUISTICS 32 TECHNIQUES IN LINGUISTIC ANALYSIS Miss Dorian

With a native speaker of a non-Indoeuropean language as informant, the students undertake to describe and analyze the phonological and grammatical structure of a language.

Offered at Bryn Mawr as Interdepartmental 309b.

PHYSICAL SCIENCE 36 HISTORY AND PHILOSOPHY OF SCIENCE

(Also called Philosophy 36)

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward to the relativity theory, and the history of optics and atomic structure leads to the quantum mechanics. The development of our ideas as to the nature of science is described and the implications of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed. Prerequisite: the consent of the instructor, or a year of college mathematics.

Offered in 1967-68 and alternate years.

SOCIAL SCIENCE 38 AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS

Mr. Glickman, Visitors

A study of selected problems of society and the individual in contemporary Africa. The approaches of several social science disciplines will be utilized to explore the meaning of "change" and "development." The issues raised by a search for a synthesis of values and policies will be emphasized. Areas covered include: the character of emergent political systems, social re-stratification, economic development, the re-discovery of African history, artistic and literary expressions. The seminar will be organized around visits by experts in each of the areas covered; additional classes will integrate the materials discussed. Research papers or interpretive essays. Prerequisite: one year of social science and one year of humanities and consent of the instructor.

GERMAN

Associate Professor JOHN R. CARY, *Chairman*

Professor Emeritus HARRY W. PFUND

Assistant Professor CHARLOTTE ANDERSON

Assistant Professor RICHARD P. JAYNE

German 11-12, 13-14, 15-16, and 21 are primarily language courses. In the literature courses the major German writers are studied both as makers of literary movements and periods, and as innovators or inheritors of influential literary forms. Above all they are read as articulate spokesmen on behalf of Western man's ideas and feelings about himself and his world.

All students offering German for entrance are placed at the level where they can presumably profit best by the course, according to a placement test given by the department.

Opportunity is given to students who complete elementary or intermediate German with distinction to advance rapidly into higher courses by passing a special examination on a prescribed program of collateral reading.

Residence in the German House (Yarnall House) and participation in the German Club afford an opportunity for supplementary oral practice. A language laboratory is available.

Students who might profitably spend their junior year in Germany are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in German are encouraged to spend a summer in Germany or in a German speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

Major Requirements

German 21; 31-32 and one other period course (33 or 34 or 35); one course in a literary form—37; one course in the works of a major author—42; 100.

Supporting courses to be arranged in conference with the major supervisor.

A comprehensive examination.

Requirements for Honors

Honors in German will be awarded on the basis of a consistently high performance in the literature courses—at least one of which must be a project course—and a grade of 90 or better in the comprehensive examination. *High honors* will be awarded on the basis of a further oral examination.

HAVERFORD COLLEGE

1-2 ELEMENTARY AND INTERMEDIATE GERMAN

Mr. Cary

A double-credit course, meeting five times a week, offering a foundation of the language with emphasis on the aural-oral method. Increased importance is given to reading as the course progresses. Satisfies the foreign language requirement. Enrollment limited to 12 students.

11-12 ELEMENTARY GERMAN

Mr. Pfund, Mrs. Anderson and Mr. Jayne

The aural-oral method is emphasized. Reading is stressed increasingly as the course progresses. German 11 meets five times a week with corresponding reduction in outside preparation.

13-14 INTERMEDIATE GERMAN: READING AND AURAL COMPREHENSION

Mr. Pfund, Mrs. Anderson and Mr. Jayne

Emphasis on the acquisition of reading skills and ability to understand spoken German. Works of literary and cultural interest will be read. Prerequisite: German 11-12 or a satisfactory performance on a placement test.

15-16 INTERMEDIATE GERMAN: CONVERSATION, COMPOSITION, AND READING

Mrs. Anderson

Especially recommended, in place of German 13-14, for those students who wish to improve their ability to speak and write German. Development of reading ability is also part of the course. Prerequisite: German 11-12 (or a satisfactory performance on a placement test) *and* consent of the instructor.

21 CONVERSATION AND COMPOSITION

Intended for students who desire to strengthen their proficiency in speaking and writing German. Selected works of contemporary prose and poetry are read and discussed in German. Oral reports and compositions. Prerequisite: Consent of the instructor.

Offered in 1967-68.

23 READINGS IN GERMAN LITERATURE

Mr. Jayne

Prose and poetry, essay and fiction from various periods. Discussion, reports, papers, lectures in German. Not a survey course. Prerequisite: German 13-14 or the equivalent.

31-32 THE AGE OF GOETHE

Mr. Schweitzer

Lectures and discussions on, and readings of, the chief works of Goethe (exclusive of *Faust*), Schiller, and certain of their contemporaries with a view to an understanding of the periods of Enlightenment, Storm and Stress, Classicism, and the beginnings of Romanticism. Emphasis upon literary and aesthetic appreciation and cultural backgrounds. Prerequisite: German 23.

Offered in 1966-67 at Bryn Mawr College as German 202.

GERMAN

33 NINETEENTH CENTURY LITERATURE

Mr. Cary

A selection of significant writers of the period: Heine, Büchner, Grillparzer, Keller, Fontane, Nietzsche, the young Hauptmann. Lectures in German. Prerequisite: German 23.

Offered in 1966-67 and alternate years.

34 MODERN LITERATURE

Mr. Jayne

A survey of German literary developments from 1870 to the present: prose fiction, drama, and poetry. Lectures in German. Prerequisite: German 23.

Offered in 1966-67 and alternate years.

35 THE LITERATURE OF THE MIDDLE AGES, THE REFORMATION, AND THE BAROQUE

Mr. Schweitzer

Lectures in German with collateral reading: 1) mainly in modern German of the Nibelungenlied, Hartmann von Aue, Wolfram von Eschenbach, Gottfried von Strassburg, and others; 2) in the original of Martin Luther, Hans Sachs, Grimmelshausen, Gryphius, and others. Introduction to Middle High German. Prerequisite: German 31-32 or permission of the instructor.

Offered in 1966-67 at Bryn Mawr College as German 300a.

37 LYRIC POETRY

Mr. Pfund

Interpretation of German poetry from various periods. A variety of critical approaches will be used. Lectures in German. Prerequisite: German 23.

Offered in 1966-67 and alternate years.

38 FAUST

Mr. Pfund

An intensive study of Goethe's *Faust* in the original. Consideration is given to kindred works in European literature. Prerequisite: At least one course beyond German 23.

Offered in 1966-67 and alternate years.

42 ADVANCED TOPICS IN GERMAN LITERATURE

Mr. Cary

1966-67: Brecht. Prerequisite: consent of the instructor.

81, 82 SPECIAL PROJECTS IN GERMAN LITERATURE

Mr. Cary, Mr. Pfund, and Mr. Jayne

This course offers the student of German literature an opportunity to probe more deeply and more independently into a problem or an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of each individual student.

100 SENIOR DEPARTMENTAL STUDIES

Conferences on selected writers. Members of the department will share in the conducting of the conferences, which will focus on the works of authors to be included on the comprehensive examination.

HISTORY

Professor WALLACE T. MACCAFFREY, *Chairman*

President HUGH BORTON

Professor CRAIG R. THOMPSON

Professor EDWIN B. BRONNER

Associate Professor JOHN P. SPIELMAN, JR.

Assistant Professor ROGER LANE

Assistant Professor LINDA G. GERSTEIN

The courses in history are designed to give some conception of the development of the civilizations which exist in Europe, in the Near East, in East Asia, and in the United States today. Since history is the story of what men have done, it is related to every other field in the curriculum, but the limitation of time forces a selection of those aspects of human activity which can be treated in any course. An attempt is made to give a reasonably rounded view of those developments which are deemed most important in the period under consideration as a background for understanding other subjects in the fields of the humanities and the social sciences. With a variation of emphasis in each course, caused in part by the nature of the growth of civilization in the period and in part by the amount and the kind of historical evidence which has survived, attention is given to such phases of development as the political, constitutional, social, economic, religious, and intellectual. History 11-12 is intended to be an introductory course, and, although it is not a prerequisite for the election of any other course in the department, it is required for those who major in history.

The study of history provides a background against which current problems of internal and external policies may be viewed to advantage. It also helps to develop critical standards for the evaluation of evidence which can often be applied in forming opinion with regard to the solution of such problems. Finally, it is useful as a foundation for professional studies not only in history but also in such subjects as public administration, journalism, and law.

Major Requirements

History 11-12 and four other full year courses (or three full year courses and two half year courses) in history; History 100.

Two full year courses or their equivalent in related departments. At least two semesters of these courses must be in courses numbered 21 or higher.

HISTORY

Majors in history must take at least one year course in each of three of the following fields: 1) Ancient History, 2) Medieval European History, 3) Modern European History, 4) American History. Two comprehensive examinations are given, each three hours in length. The first is uniform for all majors and examines general ability to handle historical material and problems. For the second comprehensive examination each student is required to select a special field (a list of special fields offered is available from the chairman of the department) which will form the subject of that examination; History 100 will be used by the student to prepare for this examination. Students opting for a special field in Modern European or Medieval European history will be expected to have a competence in French or German; those in Classical history a competence in Latin or Greek.

Requirements for Honors

Honors will be granted to those senior majors whose cumulative grade average for all college courses in their fifth, sixth, and seventh semesters is 82 or better; who have an average of 85 or better in all history courses and who earn a comprehensive examination grade of 85 or better. *High honors* may be awarded to students showing unusual distinction in meeting all these criteria.

11-12 INTRODUCTION TO WESTERN CIVILIZATION

Mr. McCaffrey, Mr. Lane, Mr. Spielman, and Mrs. Gerstein

A study of western European civilization from the fall of Rome to the present. The course will be concerned with the principal institutions and with the major intellectual currents in western European history. Firsthand materials as well as secondary historical accounts will be the basis for conference discussion.

Open to freshmen and sophomores only.

19, 20 CLASSICAL CIVILIZATION: HISTORY AND LITERATURE

(Also called *Classics 19, 20*)

Mr. H. Comfort and Mr. Gillis

Two lectures and one seminar meeting weekly

Study of the significant events and trends of ancient history and of the chief works of Greek and Latin literature in English translation.

21-22 AMERICAN HISTORY

Mr. Lane

American History from colonial times to the present.

23-24 MEDIEVAL EUROPEAN CIVILIZATION

(Also called *Religion 23-24*)

Mr. MacCaffrey and Mr. Spiegler

A survey of Western European civilization from the fall of Rome to about 1300, including detailed study of religious thought and institutions as well as major political and economic development. Occasional lectures, extensive reading, papers, and discussion, with a final examination.

Offered in 1967-68 and alternate years.

HAVERFORD COLLEGE

25-26 MODERN EUROPEAN HISTORY

Mr. Spielman

The main currents of European institutional developments from the French Revolution. Class discussions with occasional lectures, frequent papers.

29 SEMINAR IN GREEK CIVILIZATION

Mr. Michael

(Also called Classics 29)

Reading in translation of extensive portions of Greek literature, together with study of the history of the age within the framework of a designated topic of importance; special emphasis on the major conceptions of Greek historiography. Seminar papers will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit, with change of content. Topic for 1966-67: Expansion in Fifth Century Athens.

Offered in 1966-67 and alternate years.

30 SEMINAR IN ROMAN CIVILIZATION

Mr. Michael

(Also called Classics 30)

Reading in translation of extensive portions of Latin literature, together with study of the history of the age within the framework of a designated topic of importance; special emphasis on the major conceptions of Roman historiography. Seminar papers and reports will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit, with change of content. Topic for 1966-67 to be announced.

Offered in 1966-67 and alternate years.

33-34 BRITISH HISTORY

Mr. MacCaffrey

Selected topics in Britain's development from the twelfth century to the present with an emphasis on constitutional development but with considerable attention to related questions of social and economic change. Lectures, discussion, and papers.

Offered in 1966-67 and alternate years.

36 THE PROTESTANT REFORMATION

Mr. Spiegler

(Also called Religion 36)

A study of the rise and development of the Protestant Reformation during the sixteenth century, its history and thought, with special attention to the work and thought of Luther and Calvin. Prerequisite: Religion 23-24 or consent of the instructor.

Offered in 1966-67 and alternate years.

37-38 MODERN HISTORY OF EAST ASIA

Mr. Borton

A study of the international, political, social, and economic developments in eastern Asia from the early part of the 19th century to the present. Special emphasis will be given to a comparison of the processes of modernization of China, Korea, and Japan.

HISTORY

40 HISTORY AND PRINCIPLES OF QUAKERISM

Mr. Bronner

(Also called Religion 40)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of the dominant Quaker conception is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

42 TOPICS IN AMERICAN HISTORY

Mr. Lane

Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Permission of the instructor is required. Topic for 1966-67: the Old South.

43-44 HISTORY OF RUSSIA

Mrs. Gerstein

A study of Russian history from Kievan times to the early 1920's. The first semester will deal with the period up to the end of the eighteenth century. Political, social, and economic aspects of Russian development will be included in the course.

45 SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT

(See Religion 45)

Mr. Slater

49-50 EUROPEAN THOUGHT AND LETTERS, 1100-1600

Mr. C. Thompson

(Also called English 49-50)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious development of the epoch. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some antecedent knowledge of European history and a reading knowledge of Latin or of a relevant modern language.

Offered in 1966-67 and alternate years.

51 TOPICS IN REGIONAL HISTORY

Mr. Bronner

A study of the institutional and cultural developments of the Delaware Valley beginning with the pre-colonial period. The history of Pennsylvania both as a colony and as a state will be emphasized. Students will prepare research papers based upon the rich manuscript resources available in this region.

55 TOPICS IN MODERN EUROPEAN HISTORY

Mr. Spielman

Seminar meetings and an extensive paper based on reading in source materials and secondary works. May be repeated for credit with change of content. Topic for spring 1966-67: the old regime. Prerequisite: a reading knowledge of French, German or Spanish, and permission of the instructor.

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56 TOPICS IN MODERN EUROPEAN HISTORY

Mrs. Gerstein

Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for spring 1966-67: Nationalism, theory and practice in the early nineteenth century. Prerequisite: History 11-12 and permission of the instructor.

57 TOPICS IN BRITISH HISTORY

Mr. MacCaffrey

Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for spring 1966-67: The English Revolution, 1640-60. Prerequisite: History 11-12 and permission of the instructor.

81, 82 PROJECT COURSES IN HISTORY

Staff

100 SENIOR DEPARTMENTAL STUDIES

Staff

HISTORY OF ART

Under the co-operative arrangement between the colleges, Haverford students who wish to take advanced courses in history of art may do so at Bryn Mawr College.

21, 22 INTRODUCTION TO THE HISTORY OF ART

This course in the history of western art provides an introduction to the disciplines of art history. It exercises the student's visual perception of works of art, encourages intelligent investigation of the means of artistic expression, and provides historical perspective for an understanding of the achievements of western architects, sculptors, and painters. Assignments include short papers on original works of art in the Philadelphia area.

Offered at Bryn Mawr College as History of Art 101.

MATHEMATICS

Associate Professor DALE H. HUSEMOLLER, *Chairman*

Assistant Professor JOHN A. THORPE

The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical developments; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The following sequences are open to qualified entering students: 13, 14; 13, 16; 13, 18; and 13, 14, 18; and 19, 20. Students will be sectioned according to their previous background. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 19 only upon consent of the department.

The more advanced courses cover work in the fields of analysis, algebra and topology. The student majoring in the department extends his studies into all of these areas.

A program consisting of Mathematics 13, 14, 21, and 20 or 22 and Mathematics 31 through 34 is especially suited for the needs of the physical sciences, while Mathematics 18 deals with those concepts of statistics and probability which are fundamental to the biological and social sciences. The course sequence 13, 16 is especially appropriate for the general liberal arts student.

Major Requirements

Mathematics 21, 22, 31, 32, 33, 34, 35, 36, 100, and either 61, 62, or 63, 64. Recommended collateral courses are Physics 13, 14, 15, 16, 41, 42, 48; Astronomy 45, 46, Economics 24, or for prospective actuaries, Economics 11, 12, 23.

Prescribed parallel reading on the history and general principles of mathematics. Two written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

Requirements for Honors

A student may be awarded *honors* in mathematics on the basis of course work in mathematics, performance on the comprehensive examinations, an additional oral examination, and general evidence of superior ability, initiative, and interest in the study of mathematics.

13 ONE VARIABLE CALCULUS

Staff

Differentiation and integration of functions of one variable. Applications: Taylor's formula and series. Elementary differential equations.

14 MULTI-DIMENSIONAL CALCULUS AND LINEAR ALGEBRA

Staff

Vectors in n -space. Partial derivatives. Multiple integrals. Theorems of Green and Stokes. Divergence theorem. Introduction to linear algebra. Prerequisite: Mathematics 13.

16 NUMBER THEORY AND THE THEORY OF EQUATIONS

Staff

Theory of divisibility and congruence for numbers and polynomials. Topics drawn from: quadratic reciprocity law, ruler and compass constructions, elementary field and Galois theory. The historical development of these topics will be considered. Prerequisite: Mathematics 13.

Not offered 1966-67.

HAVERFORD COLLEGE

18 PROBABILITY AND STATISTICS

Staff

Introduction to probability with applications to statistics. Least squares approximations. General properties of distribution functions. Prerequisite: Mathematics 13.

19 CALCULUS AND ANALYSIS

Mr. Husemoller

Review of calculus. Series. Partial derivatives and multiple integrals. Introduction to linear algebra. Open to students with a background in calculus, but who have not taken Mathematics 13 or 14. Prerequisite: permission of the instructor.

20 ELEMENTARY COMPLEX ANALYSIS

Mr. Husemoller

Line integrals. Complex derivatives. Cauchy theorem and residue calculations. Elementary conformal mapping. Harmonic functions. Introduction to Laplace transforms. Prerequisite: Mathematics 19 or Mathematics 13, 14.

21 LINEAR ALGEBRA

Mr. Thorpe

Groups. Vector spaces. Linear transformations. Matrices. Eigenvalues and eigenvectors. Inner product spaces. Multilinear algebra. Prerequisite: Mathematics 13, 14 or Mathematics 19.

22 ANALYSIS I

Mr. Thorpe

The real number field. Rigorous development of differential and integral calculus. Metric spaces. Fundamental theorem of ordinary differential equations. Prerequisite: Mathematics 21.

31, 32 ANALYSIS II AND III

Mr. Thorpe

Differential calculus on Euclidean space. Inverse and implicit function theorems. The Riemann and Lebesgue integrals. Manifolds. Stokes theorem on manifolds. Calculus of variations. Prerequisite: Mathematics 21 and 22 or 20.

33, 34 ALGEBRA

Topics will be drawn from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 21. Prerequisite: Mathematics 21, and 20 or 22.

35, 36 TOPOLOGY

Mr. Husemoller

General topology. Homotopy theory and fibre bundles. Singular homology theory. Prerequisite: Mathematics 21 and 20 or 22.

45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS

(See *Astronomy* 45)

Mr. Green

Offered in 1966-67 and alternate years.

61, 62 SPECIAL TOPICS IN ALGEBRA AND TOPOLOGY

Staff

Content varies from year to year to fit student needs.

MUSIC

63, 64 COMPLEX ANALYSIS

Mr. Husemoller

Introduction to complex analysis including a discussion of the local theory of analytic and harmonic functions. Riemann surfaces. Introduction to several complex variables.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Review and correlation of the various branches of mathematics. Content varies to fit student needs. This course may be taught as a seminar, a tutorial, or a lecture course, depending on student needs.

MUSIC

Professor WILLIAM H. REESE, *Chairman*

Associate Professor JOHN H. DAVISON

The courses offered in music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities, and creative processes in musical creation over the centuries, and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music and of music history is of value both to the general student and to the student with specialized musical interest and talent. For the latter, instruction in instrument or voice can be arranged independently, or under the Arts and Service Program (see page 129). Advanced and specialized work in musicology is available in the form of supplementary courses at Bryn Mawr and Swarthmore colleges and the University of Pennsylvania. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

Major Requirements

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, and (3) direct expression in music through the medium of instrument or voice. The music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 11 or 12, 13-14, 23, 24, 31 or 32, 33, 81, 82, 100. For specialization in music history: Music 11 or 12, 13-14, 23 or 24, 31, 32, 81, 82, 100.

Supporting courses are to be arranged in such related fields of the humanities, history, language, history of art, and others, as may be approved by the department.

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In addition the music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art.

For those specializing in music theory and composition, the comprehensive examination for majors will consist of: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) a small composition, theoretical analysis, and exercises to be completed during the examination period.

For those specializing in music history, the comprehensive examination for majors will consist of: (1) an examination in music history, (2) analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

Requirements for Honors

The *honors* candidate must perform satisfactorily in all required courses for music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical craftsmanship, and hence worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of musicological research and involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

11 INTRODUCTION TO MUSIC HISTORY

Mr. Reese

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

12 SURVEY OF MUSIC HISTORY

Mr. Davison

A historical survey of the development of musical thought from the plainsong era to contemporary idioms. This course complements Music 11, but may be taken without it. No prerequisite.

13-14 ELEMENTARY MUSIC THEORY

Mr. Davison

The basic materials of music—melody, scales, intervals, chords, meter, and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, and sight-singing. Previous instruction or experience in some aspect of music is desirable.

23, 24 ADVANCED THEORY AND COMPOSITION

Mr. Davison

A continuation of Music 13-14, involving ear-training, keyboard harmony, sight-singing, analysis, and composition, along with an introductory study of strict counterpoint as exemplified in the vocal style of the sixteenth century. In the second semester pieces are written in the eighteenth-century forms of the chorale-prelude, fugue, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 13-14 or the equivalent.

31, 32 SEMINARS IN MUSIC HISTORY

Mr. Reese

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The content of Music 31, 32 will be altered from year to year so that a diversity of subject matter will be available. It may be repeated, for credit, with change of content. Prerequisite: Music 11 or 12 or the equivalent.

Topics for 1966-67

Music 31: Studies in music of the Baroque Era.

Music 32: The music of Beethoven.

33 SEMINAR IN MUSICAL COMPOSITION

Mr. Davison

Continuation of composition in small forms, with emphasis on the contemporary musical language. Representative twentieth century pieces will be discussed and analyzed, and the student will, in his own compositions, explore such areas of style and technique as modality, synthetic scales, secundal and quartal harmony, total chromaticism, irregular meter, and jazz harmony. Prerequisite: Music 24 or the equivalent.

81, 82 PROJECTS IN MUSIC

Staff

100 SENIOR DEPARTMENTAL STUDIES

Staff

PHILOSOPHY

Professor RICHARD J. BERNSTEIN, *Chairman*

Associate Professor PAUL J. R. DESJARDINS

Assistant Professor LOUIS ARYEH KOSMAN

Assistant Professor JOSIAH D. THOMPSON, JR.

The philosophy curriculum has three major aims. In the first place, it attempts to help each student develop a more coherent and responsible attitude toward life and the world by means of a confrontation with the thought of great philosophers of the past and present. The student is introduced to philosophical treatments of such problems as the nature of individual and social man, the nature of the world in which he lives, and the nature of his apprehension of and response to that world. Secondly, the philosophy curriculum is meant to help each student acquire philosophical materials and skills which supplement and help integrate his other studies, whether in the arts, the social sciences, the natural sciences, or religion. Finally, the philosophy curriculum is designed to offer certain students a foundation in knowledge and technique for further studies in philosophy or related fields at the graduate level.

Major Requirements

Philosophy 11-12, 98, 100, and eight other semester courses approved by the major supervisor, four from the philosophy department and four from some other department or departments closely related to the student's special study in philosophy.

A written comprehensive examination in three parts: three hours on the history of philosophy; three hours on topics *either* in ethics, social and political philosophy, and philosophy of religion *or* in logic, metaphysics and theory of knowledge, and philosophy of science; and three hours on one major philosopher chosen by the student with the approval of the major supervisor.

Requirements for Honors

Honors in philosophy are awarded for special work of high quality, usually in the form of a thesis, on an important topic, problem, or philosopher approved by the major supervisor. One or more project courses may be used toward this end. *Honors* will not be given unless the candidate has an average grade of at least 85 in the comprehensive examination; *high honors* require an average of at least 90.

11-12 HISTORICAL INTRODUCTION TO PHILOSOPHY

Staff

An understanding of the nature and functions of philosophy and its relations to other fundamental human concerns such as religion, the sciences, and the arts is sought through a study of selected works of certain of the great philosophers in western history. No prerequisite. Closed to juniors and seniors except in very special cases.

15 PHILOSOPHY EAST AND WEST

Mr. Desjardins

A study of selected philosophical classics from both oriental and occidental thought. No prerequisite.

16 LOGIC

Mr. Kosman

The principles of valid inference and their application to reasoning in everyday life and in the sciences; the syllogism and other types of formal reasoning, the nature of proof, the detection of fallacies; introduction to the logic of scientific methods and to contemporary developments in symbolic logic. No prerequisite.

Not offered in 1966-67.

18a NORMATIVE ETHICS

Mr. J. Thompson

A study of several major philosophical proposals concerning the fundamental norms which ought to govern human life. Prerequisite: one semester of philosophy or permission of the instructor.

21 ETHICAL THEORY

A study of the nature of moral value and moral judgments with special attention to recent meta-ethics. Prerequisite: Philosophy 11-12 or 18 or permission of the instructor.

Not offered in 1966-67.

PHILOSOPHY

23 ARISTOTLE

Mr. Kosman

A study of a selection of the primary works of Aristotle. Prerequisite: Philosophy 11 or permission of the instructor.

Offered in 1966-67 and alternate years.

25 ~~FROM~~ CONTINENTAL RATIONALISM

A study of the development of philosophical rationalism from Descartes through Malebranche, Spinoza, and Leibniz. Prerequisite: Philosophy 11-12 or permission of the instructor.

Not offered in 1966-67.

26 BRITISH EMPIRICISM

A study of the development of philosophical empiricism from Bacon through Hume with special emphasis on Locke, Berkeley, and Hume. Prerequisite: Philosophy 11-12 or permission of the instructor.

Not offered in 1966-67.

27 THE PHILOSOPHY OF EXISTENCE

Mr. J. Thompson

A study of some of the principal texts of 19th century existentialism. Readings in Kierkegaard or Nietzsche. Prerequisite: Philosophy 11-12 or permission of the instructor.

28 THE PHENOMENOLOGY OF EXISTENCE

Mr. J. Thompson

A study of selected texts in 20th century phenomenology. Readings in Heidegger, Sartre, or Merleau-Ponty. Prerequisite: Philosophy 11-12 or permission of the instructor.

29 RELIGIOUS IDEAS IN MODERN CULTURE

Mr. Spiegler

(See Religion 29)

31 ANCIENT AND MEDIEVAL POLITICAL THOUGHT

Mr. Diamant

(See Political Science 27)

32 MODERN POLITICAL THEORY

Mr. Diamant

(See Political Science 28)

33 PRE-SOCRATIC PHILOSOPHY

Mr. Desjardins

Five periods a week.

A study of the extant texts of the pre-Socratic philosophers in their mythopoetic context. Prerequisite: Permission of the instructor.

Offered in 1966-67 and alternate years.

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- 34 PLATO Mr. Desjardins
A study of a selected group of the dialogues. Prerequisite: Philosophy 11 or permission of the instructor.
Offered in 1966-67 and alternate years.
- 36 HISTORY AND PHILOSOPHY OF SCIENCE
(See Physical Science 36 under General Courses)
- 37 MODERN ANALYTIC PHILOSOPHY Mr. Kosman
A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others, with special emphasis on theory of language. Prerequisite: Philosophy 11-12.
Offered in 1967-68 and alternate years.
- 38 PHILOSOPHY OF RELIGION Mr. Slater
(See Religion 38)
- 39 AMERICAN PHILOSOPHY
A study of selected texts representing various types of philosophical idealism, pragmatism, and realism as they developed in America between the Civil War and World War II. Prerequisite: Philosophy 11-12 or permission of the instructor.
Not offered in 1966-67.
- 40 KANT
A study of selected major texts with special emphasis on the first *Critique*. Prerequisite: Philosophy 11-12 or permission of the instructor.
Not offered in 1966-67.
- 41 RECENT AND CONTEMPORARY PHILOSOPHICAL PROBLEMS Mr. Kosman
A study of recent and contemporary treatments of philosophical problems in Europe and America. Offered annually with variable content. Prerequisite: Philosophy 11-12.
- 42 SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT Mr. Spiegler
(See Religion 42)
- 43 METAPHYSICS AND EPISTEMOLOGY Mr. Bernstein
A study of the nature and possibility of theories of reality and fundamental presuppositions of knowledge and action. Prerequisite: Philosophy 11-12 or permission of the instructor.
Offered in 1966-67 and alternate years.
- 45-46 THE AFTERMATH OF HEGEL Mr. Bernstein
After an intensive analysis of selected texts of Hegel, the course of philosophy since Hegel will be examined from the perspective of developments of and

PHYSICAL EDUCATION

reactions to his philosophy. The themes of alienation, the nature of history and experience, and the role of philosophy will be explored. Selected texts from *some* of the following movements will be studied: Marxism, Existentialism, Pragmatism, and Analytic Philosophy. Prerequisite: Philosophy 11-12 or permission of the instructor. Limited to 15 students.

47 LITERARY THEORY AND CRITICISM

Mr. Rose

(See English 47)

81, 82 PROJECT COURSES

Staff

Individual consultation connected with independent reading and research. Prerequisite: Permission of the instructor.

98 SENIOR SEMINAR

Staff

Seminar meetings, organized in connection with Philosophy 100, aimed at helping senior philosophy majors achieve greater comprehension and comprehensiveness with regard to the history of philosophy and selected figures and topics. Required of and open only to senior philosophy majors.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Occasional meetings, organized in connection with Philosophy 98, to help students in their individual preparation for the comprehensive examinations. Required of and restricted to senior philosophy majors.

PHYSICAL EDUCATION

Professor ROY E. RANDALL, *Chairman*

Professor WILLIAM DOCHERTY, JR.

Associate Professor ERNEST J. PRUDENTE

Assistants: LOU BONDER

NORMAN B. BRAMALL

RAYMOND T. BRAMALL

HOWARD COMFORT

FRANCIS E. DUNBAR

R. HENRI GORDON

FREDERICK HARTMANN

WARREN K. HORTON

JOHN A. LESTER, JR.

JOSEPH MCQUILLAN

JAMES MILLS

RICHARD O. MORSCH

HOWARD PRICE

College Physician: WILLIAM LANDER, M.D.

Courses in physical education are arranged in accordance with the plan for all-year physical training in the freshman, sophomore, and

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junior years. The aim of this plan is to make possible active participation in athletics for the majority of students at Haverford College, with emphasis on the sports with carry-over value. During his first three years, each student is required to take nine terms (fall, winter, spring) of physical education. However, one course in the Arts and Service Program (see pp. 129-131) may be substituted for physical education during the sophomore year, and two courses during the junior year.

The intercollegiate program consists of varsity and sub-varsity schedules in 13 sports: football, soccer, cross country, basketball, fencing, swimming, wrestling, cricket, baseball, track, golf, tennis, and sailing. Participation in these activities may be substituted for the physical education requirement. The following table summarizes the sports activities available.

<i>Intercollegiate</i>			<i>Physical Education</i>
	<i>Varsity and sub-varsity</i>	<i>Varsity only</i>	
FALL:	Football Soccer	Cross Country Sailing	*Touch football *Soccer Tennis Weight lifting
WINTER:	Basketball Fencing Wrestling	Swimming	Badminton Handball *Basketball *Volleyball Weight lifting
SPRING:	Baseball Tennis Track	Golf Cricket Sailing	*Softball *Tennis Golf

* Intramural competition available

Evidence of satisfactory physical condition is required by the department before a student is permitted to participate in any aspect of the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

PHYSICS

The outdoor facilities include: Walton Field for football and track with a 440-yard oval and a 220-yard eight lane straight-away cinder track; a 4½ mile cross country course within the campus limits; the Class of 1888 and Merion Fields for soccer, both of which are used for baseball and softball in the spring; a skating pond; Cope Field for cricket; a baseball field (presented by the Class of 1916); an athletic field presented by the Class of 1922, used for soccer and baseball; fifteen tennis courts, six of which are all-weather; a driving range with green and sandtrap for golf practice, and the privileges of Merion West Course for the varsity golf team. There are two dinghies available during the spring and fall for those who have been granted permission to sail.

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the Gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room and training room. Through the generosity of the Class of 1928 it has been possible to provide additional locker and dressing facilities, a new stock room, and a laundry and drying room. A regulation basketball court is on the main floor, with handball and badminton courts. On the upper floors are dressing facilities for officials and instructors, and department offices.

Alumni Field House, donated by alumni and friends of the college, became available in 1957 and provides ideal facilities for the further development of the athletic program. This "indoor playing field" includes a 7-lap track, with areas for field events, a dirt area 120' by 120' for outdoor events under cover, a batting cage for baseball and cricket, nets for golf, a wooden area 120' by 120' with two basketball courts, two tennis courts, and seating capacity for 1000 spectators.

PHYSICS

Associate Professor DOUGLAS G. MILLER, *Chairman*

Professor FAY AJZENBERG-SELOVE

Associate Professor WILLIAM C. DAVIDON

The physics curriculum acquaints students with the physical world, introduces them to the concepts which are now fundamental in science, and provides them an opportunity for firsthand experimental investigations. For the student with professional aims in science, the department offers a program of study which leads to a strong major in physics, providing sound preparation for graduate work.

The introductory courses in physics offer enough choice to match the previous training and present needs of any student in the College. If a student wishes to complete his study of physics in two semesters, Physics 13, 14 will be valuable preparation for his subsequent work in any discipline. An alternate introductory sequence including Physics 18, 23 and 26 should be considered by prospective natural scientists. Physics 13 may be followed by either Physics 14 or 18. Individuals with a strong background in high school physics may begin directly with Physics 18. Any student considering a physics major should include Physics 18 in his freshman program.

In its program of studies for physics majors, the department desires to stimulate a maximum of independent thought and initiative consistent with a thorough development of understanding. To this end, a basic sequence of mechanics, electromagnetism, atomic physics and wave motion is required. Upper level courses encourage a further exploration of physics. The senior year features an opportunity for an extended research project, with an emphasis on independent work, oral and written expression, and the close relation between theory and experiment.

Major Requirements

- I. Physics 18, 23, 26, 33, 100.
- II. Three semesters selected from Physics 35, 37, 42, 44, 46, Astronomy 41, Engineering 44.
- III. One semester of individual research.
- IV. Mathematics 13, 14 or equivalent.

Each major should supplement the requirements with at least two additional semesters in related fields.

A student who plans to do graduate work in physics must include in his program:

- a) Physics 35 and 36.
- b) a total of four semesters from Group II.
- c) a total of two semesters of individual research.

It is recommended that students planning to do graduate work in physics take at least one year of Russian.

Requirements for Honors

The granting of *honors* in physics will be based upon excellence (an average of 85 or better) in course work, the quality of performance in the senior project course (Physics 61, 62; 63, 64; or 65, 66) and the results of the oral and written comprehensive examinations (Physics 100).

PHYSICS

13. 14 GENERAL PHYSICS

Mrs. Selove

Four hours, including one laboratory period a week

Certain fundamental concepts of contemporary physics are presented, with particular emphasis on conservation laws and symmetry principles. These unifying concepts are used in the analysis of key problems in mechanics, electricity and magnetism, heat, and quantum phenomena. Links are made between certain ideas and methods of physics and those of other fields. Those mathematical concepts beyond high school algebra which are necessary for the course will be developed as needed.

18 MECHANICS

Mrs. Selove

Kinetics and dynamics of particle motion, including energy, momentum, and angular momentum conservation; orbital motion, scattering and harmonic oscillation using vectors and calculus; special relativity. Prerequisite: Mathematics 13.

23 ELECTRICITY AND MAGNETISM

Mr. Miller

Four hours, including laboratory

Fields due to charges at rest and in uniform motion; solutions of the boundary value problem; induced fields and Maxwell's equations; propagation and interference of electromagnetic waves. Prerequisite: Mathematics 14; either Physics 18 or 14.

26 QUANTUM MECHANICS OF THE HYDROGEN ATOM

Mr. Miller and Mrs. Selove

Four hours, including laboratory

Inference of quantum principles from experiment; uncertainty principle; algebra of symmetries and conservation laws; energy levels of the hydrogen atom; intrinsic spin and the exclusion principle; emission and absorption of light. Prerequisites: Physics 18 and 23; Mathematics 21 is recommended.

33 WAVE MOTION

Mr. Miller

Four hours, including laboratory

Analysis of D.C. and A.C. circuits, transmission lines and transistor amplifiers; radiation from free charges and bounded sources; scattering diffraction, absorption, focusing, and polarization of waves and particles. Prerequisites: Physics 18 and 23 (may be taken concurrently in 1966).

35 ADVANCED DYNAMICS

Mrs. Selove

Hamilton's Principle; Lagrangian and Hamiltonian formulations of mechanics; Liouville's Theorem and the properties of phase space; the dynamics of rigid bodies; oscillations and normal modes; the behavior of continuous media. Prerequisite: Physics 18.

Offered each year beginning in 1967-68.

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37 NUCLEAR PHYSICS

Mr. Miller and Mrs. Selove

Four hours, including laboratory

Measurement of nuclear mass, density, spin and moments; analysis of scattering experiments and energy levels to uncover intrinsic properties of particles; models of the nucleus; radioactivity, resonance phenomena, analysis of production and scattering of unstable particles to uncover additional intrinsic properties of particles. Prerequisite: Physics 26. Physics 33 recommended. Offered each year beginning in 1967-68.

41 GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called Astronomy 41)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Mathematics 21 and Physics 18 and 35.

Offered in 1967-68 and alternate years.

43 PHYSICS OF FUNDAMENTAL PARTICLES

Mr. Davidon

Classification of particles. Isotopic spin, baryon number, hypercharge and SU_3 symmetry. Relativistic kinematics of high energy collisions. Production and decay of unstable particles. Interaction of charged particles with matter. Prerequisite: Physics 36 or consent of the instructor.

Offered in 1967-68 and alternate years.

44 THERMODYNAMICS AND STATISTICAL MECHANICS

The basic laws of thermodynamics are presented and then applied to diverse physical processes, including compression and expansion of gases, phase transitions, the action of electrical batteries, and the production of low temperatures. Some basic concepts of statistical mechanics are introduced, and their relationship to thermodynamics developed. The kinetic theory of gases is considered as an application of statistical mechanics. Prerequisite: Physics 18, 35.

Next offered at Bryn Mawr College as Physics 303b.

45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS

(See Astronomy 45)

Mr. Green

Offered in 1966-67 and alternate years.

46 SOLID STATE PHYSICS

Four hours, including a laboratory project

Crystal symmetries are studied, and used to analyze mechanical, electrical, and thermal properties of crystalline solids. Different types of binding forces are considered briefly. The free-electron theory of metals and the band theory of solids are used to account for various electrical and thermal phenomena in metals and semi conductors. Prerequisite: Physics 26 and 33.

Offered in 1966-67 and alternate years.

POLITICAL SCIENCE

THEORETICAL PHYSICS

Mr. Davidon

A program of lectures, readings and independent work on current problems and methods in theoretical physics. Applications of the group theory to the study of symmetry in physics will be emphasized.

NUCLEAR STRUCTURE PHYSICS

Mrs. Selove

Student research in nuclear spectroscopy and related problems. Appropriate projects may be carried out at the University of Pennsylvania Tandem Accelerator. Analysis of the results will be carried out using computers.

HIGH ENERGY PHYSICS

Mr. Miller

A research seminar on the forces which hold the proton together. Experimental work with the 3 GeV. proton accelerator at Princeton will be planned, executed and analyzed.

100 SENIOR DEPARTMENTAL STUDIES

Staff

A course of informal seminars, readings, and occasional lectures to review and interrelate the student work in other physics courses. This course will generally be taken in the second semester of the senior year. However, the examination in this course will be in two parts. One part, early in the second semester, will test the student's knowledge of the basic ideas of physics. The second part of the examination will be given at the end of the spring semester and will be based upon the student's advanced work.

POLITICAL SCIENCE

Associate Professor HARVEY GLICKMAN, *Chairman*

Professor ALFRED DIAMANT

Assistant Professor SIDNEY R. WALDMAN

Assistant Professor ROBERT A. MORTIMER

The political science curriculum is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to government and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment; comparison and appraisal of different types of governments and political organization; American political behavior and institutions; and problems of international relations.

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the needs of men contemplating scholarship and teaching in political science, as well as other professional careers, such as law, journalism, and the public service.

In advanced courses, emphasis is placed upon individual research and analysis—practice in concept formation, location, organization, and presentation of data; and independent judgment.

Majors in political science are expected to understand the relationship of this field to other social studies as well as to the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, sociology, and psychology.

Major Requirements

Political Science 11, 12, 31, 100, and six other courses in political science distributed among three of the four areas of study: (1) comparative politics; (2) American politics; (3) international relations; and (4) political theory and political philosophy.

Four approved semester courses in other social sciences.

A comprehensive examination covering three of the four areas of study indicated above.

In the senior year majors will enroll in the appropriate Research Seminar (41, 43, 45, or 47) or Political Science 81 in the first semester and in Political Science 100 in the second semester. This will cover seminar participation (or independent research), preparation of a senior thesis, and review for comprehensive examinations.

Requirements for Honors

Candidates must submit an outstanding thesis of independent research or original theoretical analysis and must pass an oral examination on the thesis as well as on general attainment in the field. The award of *honors* will be determined on the basis of the thesis, the oral examination, quality of course work, and performance in the comprehensive examination.

11 POLITICAL THEORY: IDEAS AND ISSUES

Staff

An introduction to the analysis of political problems presented with the help of original works of theorists who have had a major influence on shaping modern ideas and practice. Particular attention is given to the central issue of reconciling individual freedom and collective authority.

Open to freshmen and sophomores only.

12 POLITICAL SYSTEMS: NATIONAL AND INTERNATIONAL

Staff

An introductory analysis of forms of government, political institutions, and relations among states. The major functional problems of political organization and development are considered in examining the governments of the United States, Great Britain, the U.S.R., and emergent political systems of Africa. The dynamics of the modern nation state system, the United Nations, and supra-national organizations are examined. Prerequisite: Political Science 11 or permission of the instructor.

Open to freshmen and sophomores only.

Political Science 11 and 12 together provide the student with a basic understanding of the major elements of the political process; they are prerequisites for further work in political science. They should normally be taken in the order listed above, although exceptions can be made with the consent of the instructor.

21 POLITICS AND THE PARTY SYSTEM IN THE UNITED STATES

Mr. Waldman

A critical analysis of the functions of political parties, interest groups, and public opinion in shaping the linkages between individuals and the machinery of public policy in the United States. Aspects of mass voting behavior will be examined, and comparative materials will be included to suggest alternative patterns. Prerequisite: Political Science 11, 12 or consent of the instructor.

22 AMERICAN POLITICAL PROCESS: PRESIDENT AND CONGRESS

Mr. Waldman

A functional and behavioral analysis of the policy-making process. Legislative behavior, interactions between President and Congress, and the flow of policy formulation, both at the national and community levels, will be examined. Extensive use will be made of government documents and case studies. Prerequisite: Political Science 11, 12 or consent of the instructor.

23 COMPARATIVE POLITICS: WESTERN SYSTEMS

Mr. Glickman

An institutional-functional analysis of government and politics in selected states, emphasizing Great Britain and certain Commonwealth countries. Comparisons with several European states. The major categories for study are: political culture; the organization, distribution, and manipulation of power; the pattern of interest and ideology; political parties. Prerequisite: Political Science 11, 12 or consent of the instructor.

24 COMPARATIVE POLITICS: NON-WESTERN SYSTEMS

Mr. Glickman

A study of political ideologies, systems, and processes in new states, with emphasis on sub-Saharan Africa. Problems include the impact of the West on traditional societies, the growth and effects of nationalism, modernization, stability and popular government. Prerequisite: Political Science 11, 12 or consent of the instructor.

25 INTERNATIONAL POLITICS AND FOREIGN POLICY

Mr. Mortimer

Using United States foreign policy as a case study, the course will deal with the factors that influence the foreign policies and the power of states in an expanding international system. The problems of managing power and resolving international conflicts without resort to war are considered. Prerequisite: Political Science 11, 12 or consent of the instructor.

26 INTERNATIONAL ORGANIZATION

Mr. Mortimer

A study of the organizational possibilities in international affairs. Regional and global organizations are evaluated as contributors to economic and political development and to world peace. The nature and the capacities of the United Nations system and of regional organizations such as the OAU as operative in a system of state sovereignty will be considered. Prerequisite: Political Science 11, 12 or consent of the instructor.

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- 27 ANCIENT AND MEDIEVAL POLITICAL THOUGHT Mr. Diamant
(Also called *Philosophy 31*)
An intensive examination of the major political theorists from Plato to the end of the 16th century; their treatment of the persistent issues of the just state, individual freedom, and the nature of political power. Prerequisite: Political Science 11 or one year of relevant history or philosophy.
Not offered in 1966-67.
- 28 MODERN POLITICAL THEORY Mr. Diamant
(Also called *Philosophy 32*)
A study of leading political doctrines which have had a major influence in shaping the issues and conflicts of the modern world. Prerequisite: one year of political science, economics, sociology, or philosophy.
Not offered in 1966-67.
- 31 POLITICAL ANALYSIS Mr. Waldman
An intensive study of the scope of political studies and of the methods conducive to arriving at reliable and verifiable results. Prerequisite: Political Science 11, 12.
- 32 THE SOVIET SYSTEM Mr. Hunter
(See *Economics 32*)
- 33 GOVERNMENT AND POLITICS IN EAST ASIA Mr. Kennedy
An approach to modern Asian politics (prior to 1950) through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.
Offered at Bryn Mawr as Political Science 203a.
- 34 METROPOLITAN GOVERNMENT
Analysis of the forces affecting the structure of metropolitan regions. The functions and politics of American government at the local and metropolitan levels. Current administrative and planning practices. Problems of economic development, urban renewal, and poverty. Field work in Greater Philadelphia.
Offered in 1967-68 at Bryn Mawr as Political Science 218a.
- 35 AMERICAN CONSTITUTIONAL LAW Mr. Bachrach
A detailed analysis of selected Supreme Court decisions on four or five leading topics.
Offered at Bryn Mawr as Political Science 219a.
- 36 AMERICAN POLITICAL THEORY Mr. Bachrach
The development of American political ideas from the Revolution to the present, with some attention to the English and Colonial origins.
Offered in 1967-68 at Bryn Mawr as Political Science 220b.

POLITICAL SCIENCE

37 INTERNATIONAL LAW

Miss Leighton

An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.

Offered at Bryn Mawr as Political Science 221 in spring semester 1966-67.

39 LATIN AMERICAN ECONOMIES AND POLITICS

Mrs. Marshall and Mr. Baratz

(See Economics 39)

41 RESEARCH SEMINAR IN AMERICAN POLITICS

Mr. Waldman

Student research into problems of American political institutions and behavior: voting studies, small group research, legislative behavior. Prerequisite: Political Science 21, 22 or consent of the instructor.

Offered in 1967-68.

43 RESEARCH SEMINAR IN COMPARATIVE POLITICS

Mr. Glickman

Student research into problems of developed and developing political systems, emphasizing the use of cross-national and cross-cultural data and hypotheses. Prerequisite: Political Science 23, 24 or consent of the instructor.

Offered in 1967-68.

45 RESEARCH SEMINAR IN INTERNATIONAL POLITICS

Mr. Mortimer

Student research into problems of international politics and organization, war and peace, disarmament and arms control. Prerequisite: Political Science 25, 26 or consent of the instructor. Topic for 1966-67: "Decolonization and International Politics."

47 RESEARCH SEMINAR IN POLITICAL THEORY AND POLITICAL PHILOSOPHY

Mr. Diamant

Student research into (a) problems of concept formation, scientific methods, and value theory in political science; and (b) some of the major issues of normative political inquiry such as bureaucratization and mass society; religion, ethics, and politics; freedom and consent. Prerequisite: Political Science 27, 28 or consent of the instructor.

Offered in 1967-68.

81, 82 INDEPENDENT PROJECT COURSES

Staff

Individual consultation; supervised independent reading and research

Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor. May be taken as semester or year course by arrangement with the instructor.

Completion of senior essay normally begun as part of the work in the research seminars and preparation for comprehensive examination. All staff members will be involved in any given year in the supervision of senior essays. After completion of the essay on April 15, there will be a period of reading and review leading to a written comprehensive examination for all senior majors.

PSYCHOLOGY

Associate Professor SIDNEY I. PERLOE, *Chairman*

Professor DOUGLAS H. HEATH

Assistant Professor THOMAS D'ANDREA

The psychology program is designed to give the student an understanding of the empirical approach to the study of behavior, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by developing through laboratory courses a working familiarity with the experimental method as applied in psychology, ordinarily culminating in an individual research project in the junior or senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor.

Major Requirements

A major program in psychology includes Psychology 11, 12, 14, 23, 31, 100, and two additional advanced courses in the department. Students contemplating a psychology major are advised to complete at least one or two semester courses beyond the introductory by the end of the sophomore year and to take Psychology 33 in the first semester of the junior year. Completion of Mathematics 18 (Probability and Statistics) before the junior year is recommended as preparation for advanced laboratory and research courses, particularly for students intending to concentrate in experimental psychology.

Requirements for Honors

The award of departmental *honors* signifies that a student has maintained a consistently high standard of performance in the work of his major program, and has done distinguished work on an independent empirical research project as well as on the comprehensive examination. *Honors* candidates should plan to take Psychology 51 and 52 during the senior year.

11 INTRODUCTORY PSYCHOLOGY

Staff

The course will cover the following topics, drawn from the three major areas of psychology: the learning process as it applies to learning and unlearning habits; the principles of motivation and emotion as they are reflected in studies of anxiety and their effects on personality; the development of theories of motivation with emphasis on achievement motivation, frustration and aggression.

12 SOCIAL PSYCHOLOGY

Mr. Perloe

(Also called Sociology 12)

A consideration of the individual aspects of social behavior. Initially attention will be focused on some problems in social perception. The following topics will then be examined: the motivational determinants of group membership and social conformity, the effects of society and personality on social attitudes, the psychological aspects of social conflict and the psychological aspects of social roles and social systems. Prerequisite: Psychology 11 or Sociology 11 or permission of the instructor. Juniors and seniors electing the course will be expected to do some additional work.

14 LEARNING

Mr. D'Andrea

Three lectures and one laboratory period each week

The course focuses on the major theories of learning with emphasis on the empirical evidence on learned behavior. Classical and instrumental conditioning will be considered in detail. The development of S-R and S-S theories will be reviewed with emphasis on the work of Hull and Tolman. Current theories (Mowrer, Estes, Spence) will be discussed. Extension of learning-theoretic approaches to social and clinical human behavior will be examined. Students will conduct individual research projects on problems relevant to the course. Prerequisite: Psychology 11.

22 PSYCHOLOGY OF LANGUAGE

Mr. D'Andrea

The course will concentrate on the development of modern psycholinguistics. Such topics as semantics, the interpretation of language in terms of association theories, the relation between language and thinking, and other psychological processes will be discussed. Students will have the opportunity to pursue their particular interests, whether they be in the philosophical or mathematical theories of language, in culture and language, or in more conventional linguistics. Prerequisite: Psychology 11 or the consent of the instructor.

23 THEORIES OF PERSONALITY

Mr. Heath

Although the course will cover the major personality theorists, it will go most extensively into Freudian and neo-psychoanalytic personality theory. Theorists such as Jung, existentialist personality theorists, and the proponents of a trait approach to personality will also be discussed. Wherever possible, reading will be in original sources. Class discussion and papers will concentrate on clarifying and evaluating the merits of different theories. Prerequisite: Psychology 11.

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24 DEVELOPMENTAL PSYCHOLOGY

Mr. Heath

The course will be organized around the major developmental problems of childhood, adolescence and the adult, and the types of controls used to master these problems. Emphasis will be placed on Piaget's and the ego psychologists' theories of child development. Consideration will also be given to the psychological aspects of identity, marriage, religion, old age, and death. Prerequisite: Psychology 16 and the consent of the instructor.

25 ANALYSIS OF BEHAVIOR

Mr. D'Andrea

Three lectures and one laboratory period each week

The course systematically formulates and analyzes the problems of scientific method, learning, motivation, and emotion in terms of the principles of operant conditioning. Detailed analysis will be made of such problems as primary and conditioned reinforcement, reinforcement schedules, and avoidance conditioning. Lectures will emphasize the systematic principles and their application to a variety of human behaviors. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Students will also do an independent research project. Prerequisite: Psychology 11 or the consent of the instructor.

26 PHYSIOLOGICAL PSYCHOLOGY

Mr. Thomas

Three hours of lecture and three hours of laboratory each week

The physiological and anatomical bases of behavior. Prerequisite: Psychology 14. Offered at Bryn Mawr as Psychology 301b.

28 COMPARATIVE PSYCHOLOGY

Mr. Bitterman

Three hours of lecture and four hours of laboratory each week

The psychology of animals: instinctive activities, motivation, learning, the evolution of intelligence. Prerequisite: Psychology 14.

Offered at Bryn Mawr as Psychology 101b.

30 HUMAN LEARNING AND THINKING

Mr. Gonzalez

Two hours of lecture and four hours of laboratory each week

Verbal learning and retention; meaning and creative thought. Prerequisite: Psychology 14; Psychology 27 recommended.

Offered at Bryn Mawr as Psychology 203b.

31 PERCEPTION AND JUDGMENT

Mr. Perloe

Three lectures and one laboratory period each week

Analysis of the major theoretical positions, methodological problems, and relevant research in perception and judgment. The following topics will be discussed: form and space perception, the effects of learning and motivation on object perception, signal detection, and psychological judgment. Students will design and carry out several small experiments and one larger study. Prerequisite: Psychology 11; Mathematics 18 recommended.

32 COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE

(Also called Sociology 32)

Mr. Perloe

A detailed coverage of recent psychological research and theory on persuasive communications and attitude change. Consideration will be given to the effects of the following factors: the nature of the communicator, the use of emotional appeals, the structure of persuasive communications, the personalities of the communication recipients and the occurrence of inconsistencies between belief and action. The consequences of gross situational changes such as "brain-washing" will be discussed. The last part of the course will be organized as a seminar devoted to individual research projects. Prerequisite: Psychology 12 or the permission of the instructor.

34 ABNORMAL PSYCHOLOGY

Mr. Heath

Three hours of class and field work each week

The seminar will introduce the student to the inner world and dynamics of schizophrenia from detailed case studies and reading in both the theoretical and research literature. Following a survey of other behavior disorders likely to be encountered in the field work, the seminar will examine the theoretical and methodological issues involved in personality assessment and therapy. The field work offers closely supervised experience in observational procedures, participation in the various services of a research mental hospital, and discussion with the professional staff following demonstrations of personality assessment methods, and therapeutic interviews. Prerequisite: Psychology 23 and the consent of the instructor.

51, 52 RESEARCH TOPICS IN PSYCHOLOGY Mr. Perloe and Mr. D'Andrea

This course will introduce students to the problems of hypothesis formation and definition, experimental design, data analysis, and report writing by means of seminars, closely supervised experimental research projects, and oral reports. Students must have selected the general topical area within which they wish to do research prior to admission to the course. Prerequisite: Psychology 14, 31, and 33, and the consent of the instructor.

81, 82 READING PROJECTS IN PSYCHOLOGY

Staff

100 SENIOR DEPARTMENTAL STUDIES

Staff

A sequence of three examinations which progress from the general to the specific and which are designed to test several skills and levels of knowledge. The first examination is the Advanced Psychology Test of the Graduate Record Examination, supplemented if necessary by a short essay exam. The second is a special examination in a sub-area of psychology, chosen by the student with the approval of the faculty. The third part is a paper presenting an exhaustive, critical treatment of published work on a specific issue or problem; students will choose the issue with the approval of the department.

RELIGION

Associate Professor GERHARD E. SPIEGLER, *Chairman*

Assistant Professor C. PETER SLATER

Visiting Lecturer SAMUEL TOBIAS LACHS

The Department of Religion is concerned with (1) the historical study of religious traditions in the Hebrew-Christian culture; (2) the historical-phenomenological study of non-Western religious traditions; and (3) the philosophical study of religious thought, East and West, particularly its modern forms of expression.

Major Requirements

The exact structure of the program must be determined in consultation with the major supervisor. The program must include the following courses:

- a. Religion 15, 16
- b. Four additional half-year courses in religion.
- c. Three half-year courses beyond the introductory level in some other department to be approved as related courses by the major supervisor.
- d. Such additional language courses as deemed essential by the department for the proposed course of study.

A comprehensive examination consisting of three parts:

- (a) passing of Religion 100; (b) a senior research paper; (c) an oral examination on the paper but not necessarily restricted to it.

Requirements for Honors

Honors in religion are awarded for a prearranged special study of the works of some major theologian or work on a major theological problem. The usual method for testing such study is by a three-hour written examination. *Honors* will not be given unless the candidate receives a grade of 85 or better in the regular comprehensive examination in religion, and *high honors* require a minimum grade of 90.

15, 16 RELIGION AND CULTURE

Mr. Slater and Mr. Spiegler

A study of man's pre-philosophical, religious conceptions of himself and society through a detailed examination of selected myths and rites, found in the traditions of tribal Africa, Vedic India, and the Ancient Near East. An introduction to and testing of divergent methodologies and theories of religion in the study of major religious forms and types developed in the Hebrew-Christian tradition. In the second semester modern forms of religious expressions and critiques of religion will be studied in the work of such men as Kierkegaard, Marx, Freud, T. S. Eliot, Buber, Reinhold Niebuhr, Camus, Tillich, Bultmann and Gandhi. Religion 16 may be taken without prerequisite.

RELIGION

21, 22 HISTORY AND LITERATURE OF THE BIBLE

Mr. Lachs

In the first semester Hebrew history and literature are studied in the context of ancient Near Eastern civilization. In the second semester the New Testament is examined within the historical context of early Christianity. Religion 22 is open without prerequisite.

23-24 MEDIEVAL EUROPEAN CIVILIZATION

Mr. MacCaffrey and Mr. Spiegler

(Also called History 23-24)

A survey of Western European civilization from the fall of Rome to about 1300, including detailed study of religious thought and institutions as well as major political and economic development. Occasional lectures, extensive reading, papers, and discussion, with a final examination.

Offered in 1967-68 and alternate years.

25, 26 RELIGIOUS TRADITIONS IN INDIA AND EAST ASIA

Mr. Slater

First semester, the rise and spread of Hinduism and Buddhism in India. Second semester, the spread of Buddhism to China and Japan, its meeting with their Taoist and Confucian traditions, and the rise and spread of Islam. Throughout the course textual study will be interspersed with interpretive materials from the phenomenology of religion. Prerequisite: Religion 15 or consent of the instructor.

Offered in 1966-67 and alternate years.

29 RELIGIOUS IDEAS IN MODERN CULTURE

Mr. Spiegler

(Also called Philosophy 29)

A study of some theological and philosophical problems and issues in contemporary literature. Special attention is given to theistic and nontheistic existentialism, theological naturalism and confessional theology. The work of such men as Kafka, Camus, Buber, Heidegger, Barth and Tillich will be examined respectively. First-hand acquaintance with selected writings of four of these men; reports, lectures, and class discussions.

Offered in 1966-67 and alternate years.

36 THE PROTESTANT REFORMATION

Mr. Spiegler

(Also called History 36)

A study of the rise and development of the Protestant Reformation during the 16th century, its history and thought, with special attention to the work and thought of Luther and Calvin. Prerequisite: Religion 23-24 or consent of the instructor.

Offered in 1966-67 and alternate years.

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38 PHILOSOPHY OF RELIGION

Mr. Slater

(Also called *Philosophy 38*)

A study of classical and contemporary treatments of such topics as faith and knowledge, theology and history, religion and morals, the nature and existence of God, evil and life after death, and problems to do with truth-claims and meaningfulness in religious discourse. Lectures, reports, and class discussions. Prerequisite: Religion 16 or one course in Philosophy.

Offered in 1967-68 and alternate years.

40 HISTORY AND PRINCIPLES OF QUAKERISM

Mr. Bronner

(Also called *History 40*)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of the dominant Quaker conception is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

42 SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT

Mr. Spiegler

(Also called *Philosophy 42*)

Specialized study of the works of some major philosopher and theologian or work on a major theological problem. May be repeated for credit with change of content. Topic for 1966-67: Martin Heidegger's *Sein und Zeit*. Prerequisite: reading knowledge of German and consent of the instructor.

43 SEMINAR IN HISTORY OF RELIGIONS

Intensive study of some period or set of problems in the field. May be repeated for credit with change of content. Prerequisite: Religion 25, 26 or consent of the instructor.

Offered in 1967-68 and alternate years.

45 SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT

Mr. Slater

(Also called *History 45*)

Intensive study of a major thinker or movement in the history of Christianity. May be repeated for credit with change of content. Topic for 1966-67: Augustine's *Confessions*, *City of God*, and selections from later writings such as the work *De Trinitate*. Prerequisite: consent of the instructor.

81, 82 PROJECT COURSES

Mr. Slater and Mr. Spiegler

Individual consultation; independent reading and research.

100 SENIOR DEPARTMENTAL STUDIES

Mr. Slater and Mr. Spiegler

A staff seminar for departmental majors and other interested upperclassmen, focusing on current issues and problems in religious studies. The course will be spaced out through an entire year, with papers, discussions and examinations.

ROMANCE LANGUAGES

Professor MARCEL M. GUTWIRTH, *Chairman*

Professor MANUEL J. ASENSIO

Associate Professor BRADFORD COOK

Instructor RICHARD R. RASKIN

Visiting Professor JAMES D. SORBER

Admission of new students to all French and Spanish courses except French 11-12 and Spanish 11-12 is contingent upon placement examinations administered by the department prior to the opening of such courses.

Opportunity is given to students who complete French 11-12, Spanish 11-12 or Spanish 13-14 with distinction to advance rapidly into higher courses by passing a special examination in September on a prescribed program of vacation study.

Residence in the French and Spanish Houses and participation in the Cercle Français and Club Español afford an opportunity for supplementary oral practice.

Students who might profitably spend their junior year in France or Spain are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in Romance languages are encouraged to spend a summer in France or in a Spanish speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

FRENCH

The program in French is designed to give the student some facility in handling the French language, by elucidation and review of fundamentals, by a progressive course of reading, constant practice in hearing, speaking, writing French. Through the masterpieces of French literature, which he is then ready to approach, by close study of style and structure, of moral and artistic intentions he is led to enlarge his understanding of the human heart—as well as of the mind—and to heighten his perception of artistic achievement. A reading in the original of the works of major figures like Pascal, Molière, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.

Major Requirements

French 31, 32, 33, 34, 41, 42, and 100.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Requirements for Honors

Honors in French will be awarded on the basis of consistently distinguished work in the literature courses—including at least one project course—and of a grade of 90 or better on the comprehensive examinations. *High honors* will be determined by a further oral examination.

11-12 INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT

Mr. Cook

Pronunciation and intonation; grammar, with oral and written exercises. Reading, in the second semester, of easy texts of literary merit.

This course is not open to students who have had previous training in French.

13-14 INTERMEDIATE FRENCH

Staff

Training in the language is pursued on the basis of a wide sampling of literary works designed to acquaint the student with the range of French literature, from the *Chanson de Roland* to the present. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 11-12 or satisfactory performance on a placement test.

21 DICTION AND COMPOSITION IN FRENCH

Mr. Raskin

Intensive language work in a small class. Grammar review, compositions, pronunciation drill, oral reports. The work will be centered on literary topics (e.g., the contemporary theatre), but the emphasis will be on perfecting linguistic performance. Prerequisite: Permission of the department.

22 EXPLICATION DE TEXTES

An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several *genres*. Prose and poetry, essay and fiction drawn from a variety of periods will come under scrutiny. Prerequisite: French 21 or the equivalent.

31 THE CLASSICAL AGE

Mr. Cook

Readings in the French XVIIth century, from Pascal's *Pensées* to La Bruyère's *Caractères*, with special attention to the flowering of the classical drama. Prerequisite: French 22 or the equivalent.

Offered in 1967-68 and alternate years.

ROMANCE LANGUAGES

32 THE TWENTIETH CENTURY

Mr. Gutwirth

Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent.

Offered in 1967-68 and alternate years.

33 NINETEENTH CENTURY LYRIC POETRY

Mr. Cook

The lyrical rebirth of the 19th century: Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. Prerequisite: French 22 or the equivalent.

Offered in 1966-67 and alternate years.

34 THE NOVEL FROM LACLOS TO PROUST

Mr. Raskin

The rise of the modern novel in France from the late 18th to the early 20th century with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent.

Offered in 1966-67 and alternate years.

43 ADVANCED TOPICS IN FRENCH LITERATURE

Mr. Gutwirth

1966-67. Montaigne

A reading of the better part of the *Essais*, together with some work in the grammar and vocabulary of early modern French. Montaigne's radical originality will be approached both from the stylistic-literary and the philosophic-experiential standpoint, with due consideration given to the issues raised by the Renaissance and the Reformation in 16th century France. Prerequisite: consent of the instructor.

44 ADVANCED TOPICS IN FRENCH LITERATURE

Mr. Gutwirth

1966-67. Stendhal

Le Rouge et le noir, *La Chartreuse de Parme*, *Lucien Leuwen*, together with some of the autobiographical material. Through a close study of the major novels an approach will be made toward laying bare the complex relation between the romanticism and the modernity of one of the shapers of the modern novel. Prerequisite: consent of the instructor.

81, 82 SPECIAL PROJECTS IN FRENCH LITERATURE

Staff

This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of the individual student.

Masterworks from the Renaissance to the present.

A representative sample of major works by twelve writers of the first rank is assigned in this course, together with a recent scholarly appraisal of each writer, to allow the student to form a view of the high points of the literary tradition against a background of authoritative, up-to-date assessment. From Montaigne to Proust the readings cover a span of four centuries, and they range from Voltarian polemic wit to Baudelaire's aesthetic detachment. The object of the course is to cap the student's acquaintance with French literature by a reconsideration of some of its main achievements. Among the writers presented are: Pascal, Molière, Racine, Flaubert, Gide. Prerequisite: senior standing, or permission of the department.

SPANISH

The courses offered in Spanish are designed to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture. Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on grammar, reading, and conversation. Even in these elementary courses the approach corresponds to the liberal tradition of the college, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures. Interested students should consider, in addition to the courses listed below, the offerings in Spanish at Bryn Mawr College.

Major Requirements

Spanish 21-22; 23-24, 33, 81 or 82, and 100.

History of Spain and Spanish America, as a background for literature.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Spanish majors are advised to take Spanish 202 (Spanish readings and composition) at Bryn Mawr College.

Requirements for Honors

Honors in Spanish are awarded to students who consistently show high quality work in their literature courses and undertake study beyond the normal requirements. Every *honors* student must complete at least one project course. A minimum grade of 88 is required in the comprehensive examinations. *High honors* are awarded on the basis of a further oral examination.

ROMANCE LANGUAGES

11-12 ELEMENTARY SPANISH

Mr. Asensio and Mr. Sorber

Grammar, with written and oral exercises; reading; thorough drill in conversation.

13-14 INTERMEDIATE SPANISH

Mr. Asensio and Mr. Sorber

Review of grammar, with written and oral exercises; composition, reading and conversation. Prerequisite: Spanish 11-12 or the equivalent.

21-22 INTRODUCTION TO SPANISH LITERATURE

Mrs. Paucker

A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Offered at Bryn Mawr College as Spanish 101, or 102.

23-24 INTRODUCTION TO LATIN-AMERICAN LITERATURE

Mr. Asensio

A survey of Latin-American literature from the Colonial period to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Offered in 1967-68 and alternate years.

25-26 INTRODUCTION TO HISPANIC CIVILIZATION

Mr. Asensio

Geographic, cultural, and historical background. Emphasis is laid on basic attitudes underlying the Spanish and Spanish-American culture pattern and contrasting with characteristic American attitudes. Lectures, reading, discussion, written reports. Prerequisite: Spanish 13-14 or the equivalent.

Not offered in 1966-67.

33 THE AGE OF CERVANTES

Mr. Muela

The development of Cervantes' art in the drama, the short story, and the novel, with special attention to Don Quixote.

Offered at Bryn Mawr College as Spanish 304a.

81, 82 SPECIAL TOPICS IN SPANISH LITERATURE

Mr. Asensio and Mr. Sorber

Reading and lectures; written and oral reports. This course may be repeated, with change of content, for full credit.

100 SENIOR DEPARTMENTAL STUDIES

Staff

RUSSIAN

PROFESSOR FRANCES DE GRAAFF, *Chairman*

The courses in Russian are designed to offer the students the opportunity to learn to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 11-12 and 21-22 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 21-22 can continue with the more advanced courses offered at Bryn Mawr College.

Major Requirements

(Courses numbered above 100 are offered at Bryn Mawr College.)

Students majoring in this field will be required to take:

Eight semester courses in Russian language and literature: 11-12, 21-22, 201, a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

Three semester courses in Russian history and institutions: History 206 (History of Russia); Political Science 43 (The Soviet System).

Other related courses, including Russian 200 (Advanced Training in the Russian Language), and Russian 203 (Russian Literature in Translation), are recommended.

A comprehensive examination of the Russian language, a special period of Russian literature, and Russian history.

Requirements for Honors

Honors in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. *High honors* will be awarded on the basis of further oral examination.

11-12 ELEMENTARY RUSSIAN

Miss de Graaff

Five periods a week

Russian grammar, conversation, and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.

21-22 INTERMEDIATE RUSSIAN

Four periods a week

Grammar review, reading in Russian classics and contemporary materials, conversation. Prerequisite: a grade of 70 or higher in Russian 12, or the equivalent.

SOCIOLOGY AND ANTHROPOLOGY

Professor A. PAUL HARE, *Chairman*

Assistant Professor ANDREW EFFRAT

at Bryn Mawr

Professor EUGENE V. SCHNEIDER

Lecturer JUDITH R. PORTER

The curriculum in sociology and anthropology is designed to develop the student's understanding of the social structure, the social process, and the social relationships of human societies. The subject matter deals with man, his groups, his organizations, and his communities.

Complementary and supplementary courses in sociology are offered in conjunction with Bryn Mawr College. Attention of students is called to the work in anthropology offered at Bryn Mawr.

Major Requirements

A major program in sociology and anthropology has a prerequisite of Sociology 11, 21, and 22. Students are advised to take these courses in their freshman and sophomore years. The program requires also the satisfactory completion of the following courses:

- a. Sociology 49, 100, and either 61, 62, 81, or 82.
- b. Four additional courses in sociology and/or anthropology selected from the offerings below or from those at Bryn Mawr College.
- c. Two courses selected from the departments of economics, political science, and psychology, subject to the approval of the major supervisor.

A comprehensive examination and a research paper designed to test the student's knowledge as well as his ability to integrate and utilize the subject matter of the behavioral sciences are required in the senior year. The research paper may be written as part of Sociology 61, 62, 81, or 82. Students will ordinarily take 61 or 62 unless their interest falls outside the range of these seminars. A research proposal must be approved before a student will be admitted to Sociology 81 or 82.

Students who wish to take a major program with primary emphasis on anthropology should consult the chairman of the department. Anthropology 101 at Bryn Mawr College is prerequisite for all advanced work in anthropology.

Requirements for Honors

Candidates for *final honors* in sociology and anthropology will be required to demonstrate high competence and seriousness of purpose in their major courses, to complete two research papers, one during the junior year, another during the senior year, and to pass with distinction a comprehensive examination.

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11 INTRODUCTORY SOCIOLOGY

Mr. Effrat, Mr. Hare

An examination of the nature and significance of group structure and process, highlighting the principal alternative interpretations (e.g., those of Marx, Freud, and Weber) of the bases of social order, effectiveness, and change. The course will consider classic and contemporary sociological concepts, theories, and methods used in the analysis of specific phenomena ranging from individual development, social roles, and small groups to social classes, ideology, political and community organization, and societal development.

12 SOCIAL PSYCHOLOGY

Mr. Perloe

(See *Psychology 12*)

18 AFRICAN SOCIETY

Staff

An introduction to cultural anthropology through the study of the cultures and peoples of Subsaharan Africa.

21, 22 SOCIAL RESEARCH

Mr. Hare

An analysis of classic and significant studies in the fields of social sciences with a view toward understanding the methods, tools, techniques, and hypotheses of social research. Studies will demonstrate the use of statistical, case, historical, and other research procedures. Sociology 22 will utilize principles and practices in computer analysis in the social sciences. Individual projects. Prerequisite: Sociology 11, or introductory course in one of the other social sciences.

32 COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE

Mr. Perloe

(See *Psychology 32*)

34 ORGANIZATIONAL ANALYSIS

Mr. Effrat

An analysis of the operation and evolution of large-scale organizations, especially mental hospitals, schools, political parties, and business firms. The course will examine, in cross-cultural perspective, the sources and consequences of various types of authority and communications systems, goals, sanctions, competition, and innovation. The focus will be on problems of effectiveness, bureaucratization, and the relations among personality, organizational structure, and social context. A field study of a "live" organization will be undertaken. Prerequisite: Sociology 11.

35 THE SOCIOLOGY OF SMALL GROUPS

Mr. Hare

Theoretical and experimental analysis of the structure and interaction systems of small social groups. Special attention is given to the methodologies of sociometry and field theory and their relevance for economic, political and social situation analysis. Prerequisite: Sociology 21 or permission of the instructor.

36 SOCIAL STRATIFICATION

Mrs. Porter

Examination of theoretical and methodological problems in the field of social stratification, with special reference to the relationship between the class structure and the culture and personality systems. The connection between the stratification system and other social institutions, the possibility of class differences in value systems, and the effect of social class membership on socialization and personality development will be among issues considered. Prerequisite: Sociology 11.

Offered at Bryn Mawr College.

39 SOCIAL CHANGE

Mr. Effrat

A comparison of the principal sociological and psychological theories concerning the sources, patterns, and consequences of social change, focusing on controversies among the approaches represented by Marx, Durkheim, Weber, Spencer, and Smelser. Case material will primarily concern the social and psychological factors promoting and inhibiting political integration and economic development in the contemporary developing nations. Topics will include the significance of technology, value systems, achievement motives, charismatic leaders, alienation, differentiation, social movements, and organizational decentralization. Prerequisite: Sociology 11.

41 RACE RELATIONS

Mrs. Porter

An examination of theories of prejudice and attitude change. The structure of the minority community and its relationship to the majority group will be discussed, with major emphasis placed on analysis of Negro-white relations in the United States. Prerequisite: Sociology 11.

Offered at Bryn Mawr College as Sociology 207a.

44 THE DRAMATURGICAL APPROACH TO SOCIAL INTERACTION

Mr. Effrat

An extension of dramaturgical theory to the analysis of interpersonal behavior and mass communication. The course will examine, in cross-cultural perspective, such topics as styles of presentation of self in everyday life, role playing and rehearsal, the dialectic of role development, sources and consequences of societal heroes, villains, and fools, the dramatic structure of social encounters, and the significance of comedy and tragedy. Prerequisite: Sociology 11 or permission of the instructor.

45b SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR

Mr. Hare

An analysis of the theories and problems of social disorganization and deviant behavior as they relate to criminology and penology. Lectures, field trips, reports. Prerequisite: Permission of the department, with preference given to sociology-anthropology majors.

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46 SOCIOLOGY OF RELIGION

Mrs. Porter

Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis will be placed on the connection between religious systems and secular culture and social structure. Among topics considered will be the role of religion in social change, the connection between religious and secular values, and the relation between religion and the personality system. Prerequisite: Sociology 11.

Offered at Bryn Mawr College.

49 SOCIAL THEORY

Mr. Schneider

Analysis of the theoretical work of several classical and modern thinkers.

Offered at Bryn Mawr College as Sociology 302a.

52 ISSUES IN SOCIETY

Mr. Effrat

This seminar is designed to treat a sociological situation of current or potential importance, emphasizing the nature and problems of social fact, social values, and the social process. This course may be repeated for credit. Prerequisite: Permission of the instructor.

61 RESEARCH SEMINAR ON ORGANIZATIONAL CHANGE

Mr. Effrat

Participation in designing and conducting a study of sources and consequences of change in nearby organizations in fields of mental health, education, and welfare.

62 RESEARCH SEMINAR ON SOCIAL INTERACTION

Mr. Hare

Participation in designing and conducting research on social interaction either in the laboratory or in a natural setting.

81, 82 PROJECT AND READING COURSES

Mr. Hare and Mr. Effrat

Research papers and reading courses on special topics based upon the individual interests of advanced students. Prerequisite: approval of a research or reading proposal by the department.

100 SENIOR DEPARTMENT STUDIES

Mr. Hare and Mr. Effrat

A review of the problems and methods in the major areas of sociological analysis. This seminar serves senior sociology majors as a preparation for the comprehensive examinations.

SPANISH

(see Romance Languages)

ARTS AND SERVICE PROGRAM

The faculty of Haverford College adopted in the spring of 1947 a program designed to cultivate aesthetic perception, creative control of materials, a love of fine workmanship, and other important areas of learning and of experience, such as community service, which have usually been omitted from the liberal arts program. The faculty feels that, though courses in these areas cannot properly be included in the academic curriculum, they are of no less importance in the development of personality than strictly intellectual work.

Every student is required to take nine terms (a "term" in this sense being approximately nine weeks in either the autumn, winter, or spring) of work which is not academic in nature. It is mandatory that six of these terms be taken in physical education: three in the freshman year, two in the sophomore year, and one in the junior year. The remaining three terms (one in the sophomore year, and two in the junior year) may be devoted either to courses of the department of physical education or to those of the Arts and Service Program described here.

In its non-academic work, the College insists on the same high quality of teaching which it demands in its academic courses. A distinction in the two types of work is needed not because one is thought to be less important than the other, but because in the opinion of the faculty the two kinds of work are different and should not be equated.

A student wishing to receive Arts and Service credit for any supervised activity outside the specific programs listed below, must apply in advance to the Arts and Service Committee. His petition must outline in detail the activity, and propose an acceptable means for evaluating his accomplishment.

COMMUNITY SERVICE

Mr. Hetzel

This course provides an opportunity for students to participate in the affairs of the community. Arrangements will be made for supervised service activities on the basis of a petition in advance to the Arts and Service Committee.

GLASS BLOWING

Mr. Kusel

Three hours a week

A course in basic glass blowing. A minimum of four students and a maximum of six. Offered in the fall term.

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MACHINE-TOOL WORK

Mr. Wilson

Three hours a week

This course, designed for beginners, will include machine-tool work on the lathe, milling machine, shaper, and drill-press. Those who have sufficient skill will be permitted to use the scheduled period for approved projects of their own choice. Offered in the fall and winter terms. Limited to five students.

MODELING AND SCULPTURE

Mr. Dioda

Three hours a week

A course open to beginning and advanced students. It includes composition, portrait, and modeling from life. Students will begin in plasteline, cast in plaster, and develop creative compositions in various materials. As artists have long been taught to read, so this course aims to teach academic students to see. Offered in the fall and winter terms, for a minimum of five and a maximum of ten students.

PAINTING AND GRAPHIC ARTS

Mr. Janschka

Three hours a week

The purpose of instruction in this course is to help the student in acquiring perception and skill in artistic creation and rendition through the media of drawing, printmaking, and painting. It will involve an investigation of the uses and potentialities of different techniques, employing still life, life models, and imagination. For the advanced student the stress is on picturemaking, but prior experience is not required. Offered in the fall and winter terms. Limited to twelve students each term.

PHOTOGRAPHY

Mr. Wilson

Three hours a week

This is a course for beginners, and will include instruction in the use and characteristics of photographic equipment, the processing of films and papers, and the composition of subject material both indoors and outdoors. Offered in the fall and winter terms. Limited to four students.

RADIO COMMUNICATION

Mr. Benham

Three hours a week

This course consists of projects in radio, such as instruction in the International Morse Code, a study of basic principles, or a construction project (the cost of materials to be borne by the student). It may serve as preparation for the amateur license examination given by the Federal Communications Commission. Offered in the winter term. Admission with the consent of the instructor.

ARTS AND SERVICE PROGRAM

READING AND RECORDING FOR THE BLIND Mr. Benham and Mr. Butman

Three hours a week

This course offers the opportunity of reading to students at the Overbrook School for the Blind, or making tape recordings of short stories, novels, and poetry. Admission with the consent of the instructors. Offered in the winter term, but students wishing to enroll in this course should see Mr. Benham at the time of registration for the fall term.

THEATER ARTS—MOVEMENT ON THE STAGE

Mr. Butman

Three hours a week

In this course the student is taught how to move on the stage, both in mime and regular acting. The purpose is mainly to overcome self-consciousness and to help the student in self-expression. Offered in the fall term.

THEATER ARTS—SPEAKING ON THE STAGE

Mr. Butman

Three hours a week

A course in which the student is taught how to use his voice on the stage, both as a formal speaker and as an actor. Training is given in dramatic speaking, verse reading, and public speaking. Offered in the winter term.

*Student
Services
and
Activities*



HEALTH PROGRAM

The Haverford College health program is under the direction of the College physician, who holds office hours at the Infirmary at stated hours and is available in any emergency. Also available to all College students by appointment at the College Infirmary, is a qualified psychiatrist. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the University Hospitals in Philadelphia. The College nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the College and each year before returning to campus. A report of this examination, on a form supplied by the College and signed by the student's physician, must be submitted to the College physician not later than October 1 each year. Follow-up examinations are given when indicated by the College physician. Influenza vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the college. Pre-entrance chest x-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and first-aid service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, and x-rays needed for diagnosis, and the services of the College physician and resident nurse.

Students will be charged \$5 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000, for each accident. The expenses covered include x-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist's bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the College physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the unit fee which is paid by all students (see page 35).

STUDENT GOVERNMENT

The Students' Association is made up of all undergraduates at Haverford College. The College has delegated to the Students' Association—and the Association has accepted—the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The main instrument for exercising this unusual degree of self-government is the Students' Council, composed of elected representatives from each class.

The Students' Council is both an executive and a judicial body. It handles all phases of the administration of regulations of the Students' Association. It manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the unit fee.

The presidency of the Students' Council is the most important undergraduate office at Haverford. The president represents the student body before the Board of Managers, the College administration, and the faculty, serving both as liaison officer and as executive.

Honor System

The honor system at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the honor system stipulates that one should distinguish clearly between one's own work and material from any other source. Since examinations are not proctored at Haverford, suitable conduct is required by accepted code. In the social area the guiding principle is respect for women guests and for the College community.

The honor pledge is called to the attention of each applicant for admission to Haverford College:

"I hereby accept the Haverford College Honor System, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the Honor System and the attitude of personal and collective honor upon which it is based."

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities under the honor system: (1) to govern his own conduct according to the principles which have been adopted by the Students' Association; (2) in case of a breach of the honor system to report himself to the Students' Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student

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is pledged to report the matter to the Students' Council. In this manner each individual becomes personally responsible for the successful operation of the entire honor system.

There are several ways in which the honor system contributes to the quality of student life at Haverford. There is educational value in considering carefully the factors which make standards necessary and in deciding as a group what standards and regulations are needed in a College. It follows that a large degree of self-government is made possible since students are willing to respect those standards which they themselves have set up. At the same time Haverford successfully meets its responsibility to the community by maintaining an acceptable level of conduct. With his privileges and responsibilities more clearly defined, a Haverford student enjoys a freedom which contributes to the atmosphere of integrity and mutual confidence that prevails at the College.

Each entering student must feel confident before selecting Haverford that he can give his active support to the honor system. He should realize that its success, which is of great importance to him personally and to the whole student body, and indeed to the College itself, depends upon his willingness to give it his complete support.

Because of the honor system, students at Haverford can schedule their own mid-year and final examinations within the period of time set aside for them. The inequities which result when the examination schedule is arranged impersonally are thus eliminated. The system is administered by a student committee cooperating with the registrar, and is perpetuated by serious student commitment to academic responsibility and the Honor System.

Student Committees

The SOCIAL COMMITTEE plans for mixers, weekends, and trips.

The COMMUNITY RELATIONS COMMITTEE secures good public relations with the area through tutoring and recreation programs.

The CUSTOMS COMMITTEE is in charge of introducing the freshmen to the College in September.

The BI-COLLEGE COMMITTEE coordinates activities between Bryn Mawr and Haverford. In 1965 it secured a bus to travel periodically between the two campuses and set up a meal exchange program.

The CAMPUS CULTURE COMMITTEE publishes a listing of Philadelphia area cultural events, organizes trips to museums, plays, and opera in New York and Philadelphia, and directs the Student Ticket Agency (STAGE) for discount orchestra and theatre tickets.

STUDENT ORGANIZATIONS

THE DRAMA CLUB, in conjunction with the Bryn Mawr College Theatre, produces on the average three major plays a year, alternating between the Bryn Mawr and Haverford stages. The workshop of the club, with lectures and discussions on all vital aspects of play production, is open to all regardless of previous experience.

THE HAVERFORD COLLEGE GLEE CLUB, the chief musical organization of the College, is open to all students who have a love of music and enjoy singing. A schedule of trips and joint concerts with choruses of the principal women's colleges is planned each year, often including a concert tour during spring vacation. The club presents major choral works as well as numbers for male voices. Rehearsals are held twice weekly.

THE HEINRICH SCHÜTZ SINGERS (mixed chamber chorus of Haverford and Bryn Mawr students) is open to qualified singers who are members of the College Glee Club.

THE ORCHESTRA is a combined enterprise with Bryn Mawr College. Concerts are presented during the year and the Orchestra often participates with the Glee Club in the performance of major choral works.

Smaller ensemble groups for chamber music are fostered at both colleges. There is opportunity for instrumental study with noted teachers at nearby music institutions.

THE RADIO CLUB operates the College radio station, WHRC, which broadcasts to both the Bryn Mawr and Haverford campuses. Members of the club arrange programs, operate the station, and build or buy necessary equipment. The studios are located in the Union building.

THE VARSITY CLUB of Haverford College, organized in 1936, is composed of undergraduates who have won varsity letters. Its purpose is to advance the interests and ideals of the College through athletics.

THE ARTS COUNCIL is an organization whose purpose is to encourage interest and participation in the arts. To carry out this aim the council sponsors recitals, readings, lectures on the arts, and other events of this nature on the campus. Membership is open to anyone who is interested in this area of activity.

THE SOCIAL ACTION COMMITTEE unites all civil rights, civil liberties, peace, and other social movements under a single organization.

THE HAVERFORD VARSITY MARCHING SOCIETY AND AUXILIARY FIFE, DRUM AND KAZOO CORPS is an informal marching band which plays at football and basketball games and performs between halves.

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AIESEC is an international student organization with chapters in 26 countries. Its purpose is to place students in foreign countries during the summers in order that they may experience different cultural surroundings along with some practical business experience. Though the organization is mainly composed of students in economics and commercial science, the basic requirement for placement is one year of college including one year of economics.

DEPARTMENTAL CLUBS. There are at Haverford various departmental groups which arrange for outside speakers, hold discussion sessions, sponsor demonstrations, plays, and social gatherings. Among these are the French Club, German Club, Spanish Club, Philosophy Club, Psychology Club, the Mathematics Club, Biology Club, and Chemistry Club.

STUDENT PUBLICATIONS

THE HAVERFORD NEWS is a weekly newspaper, published on Fridays, during the college year, by undergraduates. There are opportunities for all interested men on both editorial and business staffs.

THE HAVERFORD COLLEGE HANDBOOK is published each fall under the auspices of the Students' Council. It contains information particularly valuable to new students.

THE RECORD, the College yearbook, is published annually by the senior class, with the financial support of the Students' Association.

THE HAVERFORD REVUE is a magazine devoted to student literary efforts. It is normally published twice a year.

*List of
Scholarships
and
Prizes*



LIST OF ENDOWED SCHOLARSHIPS

(It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.)

1890 MEMORIAL SCHOLARSHIP FUND—Established by a member of the Class of 1923 in memory of his father, of the Class of 1890, and in recognition of his father's friendship with the members of his class. The income from this fund is to be awarded as a scholarship by the College to a deserving student.

M. A. AJZENBERG SCHOLARSHIP FUND—Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City.

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIPS—Scholarships, awarded at the discretion of the faculty to some student or students preparing for medicine, the selection to be based on character, scholarship, and financial need.

CAROLINE CHASE SCHOLARSHIP FUND—Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time president of the College. This fund is an expression of Thomas Chase's enthusiastic appreciation for its high standards of scholarship in Greek, Latin, and English literature.

CLASS OF 1904 SCHOLARSHIP FUND—Established June 4, 1954, in commemoration of the fiftieth anniversary of the Class of 1904. The income from this fund, which was contributed by the class and the families of its deceased members, will provide one scholarship.

CLASS OF 1913 SCHOLARSHIP—One scholarship, preference to be given to descendants of members of the Class of 1913 who may apply and who meet the usual requirements of the College.

CLASS OF 1917 SCHOLARSHIP—One scholarship, preference to be given to descendants of members of the Class of 1917 who may apply and who meet the usual requirements of the College.

W. W. COMFORT FUND—This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving College, repay to the fund the amount which he received while an undergraduate.

J. HORACE COOK FUND—Established in 1955 by a bequest under the will of J. Horace Cook, of the Class of 1881, for a scholarship, one to be awarded each year so that there will be a student in each class receiving his tuition from this fund.

THOMAS P. COPE SCHOLARSHIP—One scholarship.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP—One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

KATHLEEN H. AND MARTIN M. DECKER FOUNDATION SCHOLARSHIP—Established in 1958, the Kathleen H. and Martin M. Decker Foundation Scholarship is awarded annually to young men preparing themselves in the fields of physics, mathematics, chemistry, and biology. The Scholarship Committee, in making their selections, will have regard for candidates who rank high in scholarship, leadership, and character. At least one scholarship will be given each year with a maximum grant of \$1000. The actual amount of the stipend will be determined by the financial need of the candidate.

JONATHAN AND RACHEL COPE EVANS FUND—Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans. One half of the income of this fund is to be used for scholarships.

THE $f(x)$ SCHOLARSHIP—Established by the bequest of Legh Wilbur Reid, who died April 3, 1961 and who was the esteemed professor of mathematics at the College for 34 years. His will provides that the scholarship is to be known as the $f(x)$ Scholarship. The scholarship is to be awarded to a student in the sophomore, junior, or senior class who has successfully completed the freshman course in mathematics at Haverford College, who has shown a real interest in mathematics and who has given promise for the future of his work in that subject.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP—One scholarship, established June 13, 1946, by Mrs. Madeleine Seabury Febiger in memory of her husband, Christian Febiger, of the Class of 1900. The income of this fund is applied in paying tuition and other College expenses of worthy, needy students.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND—Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938 a member of the College faculty. The income from this fund is applied to scholarship assistance to students in humanistic studies, primarily those specializing in the study of Biblical Literature and Oriental subjects. In special circumstances the income may be utilized to assist those working for a postgraduate degree at Haverford College.

ROY THURLBY GRIFFITH MEMORIAL FUND—Established in June 1952, by Grace H. Griffith, in memory of Roy Thurlby Griffith of the Class of 1919. The income from this fund is to be awarded as a scholarship by

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the College, preference to be given to boys who have no father and who are in need of financial assistance.

SAMUEL E. HILLES MEMORIAL SCHOLARSHIP—One scholarship.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND—Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, Class of 1888, in memory of his mother, Sarah Tatum Hilles; to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create; to be awarded by the Managers to needy and deserving students; and to be known as Sarah Tatum Hilles Memorial Scholarships.

ISAAC THORNE JOHNSON SCHOLARSHIP—One scholarship, available for a student of Wilmington College or a member of Wilmington (Ohio) Yearly Meeting of Friends.

MARY M. JOHNSON SCHOLARSHIP—One scholarship.

JACOB P. JONES ENDOWMENT FUND—This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

RICHARD T. JONES SCHOLARSHIP—One scholarship.

RUFUS MATTHEW JONES SCHOLARSHIP FUND—Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones "and in gratitude for the excellent educational facilities Haverford provided for me and my son." The principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipient will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from any who might be interested.

GEORGE KERBAUGH SCHOLARSHIP—This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh, Class of 1910, who headed the efforts of the Triangle Society to provide additional stands for Walton Field.

George Kerbaugh's many services to the College include his chairmanship of the committee which raised the funds of the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

C. PRESCOTT KNIGHT, JR. SCHOLARSHIP—Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

MORRIS LEEDS SCHOLARSHIPS—Established in 1953 by the Board of Managers of the College in memory of Morris E. Leeds, a member of the class of 1888 and chairman of the Board from 1928 to 1945.

MAX LEUCHTER MEMORIAL SCHOLARSHIP—Established in December 1949, in memory of Max Leuchter, father of Ben Z. Leuchter of the Class of 1946. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP—One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

SARAH MARSHALL SCHOLARSHIP—One scholarship.

CHARLES MCCALL FUND—Established in 1951 by Mary N. Weatherly. One or more scholarships which shall be awarded to students who show special interest in the field of religion and the social sciences.

WILLIAM MAUL MEASEY TRUST—Established in 1952 by William Maul Measey, a friend of the College, who has been deeply interested in education and who has wished to help students of high quality in the pursuit of their education.

J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP—One scholarship, intended for the member of the freshman class who shall appear best fitted to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the Class of 1900—"a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living."

W. LACOSTE NEILSON SCHOLARSHIP—Established in 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory. The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY—Established in 1963 for a resident of the New York area who is a member of the freshman class.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP—One scholarship.

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INAZO NITOBE SCHOLARSHIP FUND—Established in November, 1955, under the will of Anna H. Chace, the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship.

LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP—This scholarship is awarded on application, preferably to a member of the freshman class who, in the opinion of a committee representing the donors and the president of the College, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the Class of 1894.

SCOTT AWARD—Established in 1955 by the Scott Paper Company Foundation. A two-year scholarship award for the junior and senior years, to be given to that student who is planning to embark upon a business career and who is judged by both students and faculty as an outstanding member of the sophomore class.

ISAAC SHARPLESS SCHOLARSHIP FUND—Founded in 1941. Scholarships open to graduates of secondary schools and undergraduates of Haverford College. Awards based upon fulfillment by applicant of requirements used in selection of Rhodes Scholars to the University of Oxford. Awards granted from list submitted to Selection Committee by the director of admissions, subject always to final approval by the president of the College; amount variable.

GEOFFREY SILVER MEMORIAL SCHOLARSHIP—One scholarship, available to a public school graduate in this general area who may enter Haverford.

DANIEL B. SMITH SCHOLARSHIP—One scholarship, awarded in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his college course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply.

JONATHAN M. STEERE SCHOLARSHIP FUND—Established in December, 1948, by Jonathan M. Steere of the Class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, R. I., who shall be a member of the Society of Friends.

SUMMERFIELD FOUNDATION SCHOLARSHIP FUND—Established in February, 1956. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP—Founded in 1949 in memory of William Graham Tyler of the Class of 1858. Preference

shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship, and financial need.

A. CLEMENT WILD SCHOLARSHIP—Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild of the Class of 1899. The income from this fund is to be awarded as a scholarship by the College to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

ISAIAH V. WILLIAMSON SCHOLARSHIPS—Three scholarships, usually awarded to members of the senior and junior classes.

CASPAR WISTAR MEMORIAL SCHOLARSHIP—One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

GIFFORD K. WRIGHT SCHOLARSHIP FUND—Established in December 1955, in memory of Gifford K. Wright of the Class of 1893.

EDWARD YARNALL SCHOLARSHIP—One scholarship.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS—Two or more scholarships, preference to be given to a native of New York or Connecticut who now resides in one of those states.

LIST OF PRIZES

(All prizes awarded in books are marked with appropriate bookplates. As soon as possible after the award a list of standard books from which selection is to be made should be submitted for approval to the head of the department awarding the prize.)

ALUMNI PRIZE FOR COMPOSITION AND ORATORY—A prize of \$50 was established by the Alumni Association in 1875 to be awarded annually for excellence in composition and oratory. Competition is open to freshmen and sophomores, but the same man may not receive the prize twice. The competition for this prize is administered by the department of English.

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING—A first prize of \$150 and a second prize of \$75 will be given at the end of the sophomore, junior, or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and, not later than

April 15, for reporting the achievement to the Committee on Honors, Fellowships, and Prizes for final judgment. Either or both of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS—Two prizes of \$10 each, in books to be known as the Class of 1896 Prizes in Latin and Mathematics, were established by the bequest of Paul D. I. Maier of the Class of 1896. They are awarded at the end of the sophomore year to the students who have done the best work in the departments concerned.

LYMAN BEECHER HALL PRIZE IN CHEMISTRY—A prize of \$100 was established by the Class of 1898 on the twenty-fifth anniversary of its graduation, in honor of Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a junior, to a senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

CLASS OF 1902 PRIZE IN LATIN—A prize of \$10, in books, is offered annually by the Class of 1902 to the freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the professor in charge of the department, this prize may be omitted in any year.

DEPARTMENT PRIZE IN MATHEMATICS. A first prize of \$30 and a second prize of \$20 are awarded on the basis of a three hour examination on selected topics in freshman mathematics. The examination is held annually on the first Monday after the spring recess, and is open to freshmen only.

ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES—These have been combined into a single competition offering three awards of \$400, \$200 and \$100 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Registrar not later than May 1. The judges shall be appointed by the president of the College. Prizes will not be awarded if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE—A prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory outside reading in philosophy in connection with the courses in that department.

A prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

SCHOLARSHIP IMPROVEMENT PRIZES—A first prize of \$50 and a second prize of \$45 are awarded at the end of the senior year to the two students who, in the opinion of the judges appointed by the president of the College, show the most steady and marked improvement in scholarship during their college course.

FOUNDERS CLUB PRIZE—A prize of \$25 is offered and awarded annually by the Founders Club to the freshman who is judged to have shown the best attitude toward College activities and scholastic work.

S. P. LIPPINCOTT PRIZE IN HISTORY—A prize of \$100 is offered annually for competition in the department of history under the following general provisions:

First—Competition is open to sophomores, juniors, and seniors who have taken or are taking work in the department of history.

Second—The prize shall not be awarded twice to the same student.

Third—The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

Fourth—An essay of not less than 5000 words, written in connection with course or *honors* work in history, or independently of course work, treating a subject selected with the approval of a member of the history department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be type-written and deposited with the registrar not later than May 1.

NEWTON PRIZE IN ENGLISH LITERATURE—A prize of \$50 established by A. Edward Newton may be awarded annually on the basis of *final honors* in English, provided that the work of the leading candidate, in the judgment of the English department, merits this award.

WILLIAM ELLIS SCULL PRIZE—A prize of \$50, established in 1929 by William Ellis Scull, Class of 1883, is awarded annually to the upper-classman who shall have shown the greatest achievement in voice and in the articulation of the English language. This prize is administered by the Department of English.

GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS—A prize of \$50 in memory of Dr. George Peirce, Class of 1903, is offered annu-

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ally to a student of chemistry or mathematics who has shown marked proficiency in either or both of these studies and who intends to follow a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected mathematics or some branch of chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference. The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

EDMUND J. LEE MEMORIAL AWARD—Classmates of Edmund Jennings Lee, Class of 1942, who lost his life in the service of his country, have established in his memory a fund, the income for which is to be given annually to that recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extra-curricular activities, spiritual growth, or college spirit in individuals or in the College as a whole during the year. The award is to be used in continuing to render such service.

WILLIAM W. BAKER PRIZE IN GREEK—A prize of \$25, in books, established in 1954 in memory of William W. Baker, professor of Greek at Haverford College from 1904 to 1917, is given in the study of Greek, and is administered by the Classics Department.

KURZMAN PRIZE IN POLITICAL SCIENCE—A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except when in the judgment of the department no student has done work of sufficient merit to warrant such award.

HAMILTON WATCH AWARD—A Hamilton watch is awarded to that senior, majoring in one of the natural sciences, mathematics, or engineering, who has most successfully combined proficiency in his major field of study with achievements, either academic or extracurricular or both, in the social sciences or humanities.

JOHN G. WALLACE CLASS NIGHT AWARD—A silver cup to be awarded annually to the best actor in the Class Night performances.

PRIZE FOR EXCELLENCE IN THE FRENCH LANGUAGE—The French department will recommend to the Committee on Honors, Fellowships, and Prizes the names of two students in French 13-14 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded upon approval of the Committee and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.



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1966-1967 DIRECTORY



HAVERFORD COLLEGE

CALENDAR 1966-1967

New students arrive	Wed., Sept. 14
Registration of all new students	Fri., Sept. 16
Returning students arrive, beginning in afternoon	Sat., Sept. 17
Beginning of College year with Collection 10:40 A.M.	Mon., Sept. 19
First semester classes begin 1 P.M.	Mon., Sept. 19
Swarthmore Day (no classes)	Sat., Nov. 19
<i>Thanksgiving vacation</i>	12:30 P.M. Wed., Nov. 23 to 8 A.M. Mon., Nov. 28
Registration for spring term	Week of Nov. 28
Students confer with advisers	Mon., Nov. 28 through Wed., Nov. 30
Registration cards due in Registrar's Office	Thurs., Fri., Dec. 1, 2
Christmas Party	Evening—Mon., Dec. 12
Classes scheduled for evening of Dec. 12 will be held at the Collection hour on Tues., or Wed. evening of that week.	
Midyear examination schedules due in Registrar's Office ...	Wed., Thurs., Dec. 14, 15
<i>Christmas vacation</i>	12:30 P.M., Sat., Dec. 17 to 8 A.M., Wed., Jan. 4
First semester classes end 10 P.M.	Tues., Jan. 10
All papers assigned must be turned in by noon on this date.*	
Review period	Wed., Jan. 11 through Fri., Jan. 13
Midyear examinations*	Sat., Jan. 14 through Mon., Jan. 23
<i>Midyear recess</i>	Tues., Jan. 24 through Sun., Jan. 29
Second semester classes begin 8 A.M.	Mon., Jan. 30
<i>Spring vacation</i>	4 P.M., Thurs., Mar. 23 to 8 A.M., Mon., Apr. 3
Major registration cards for sophomores must be filed by 4 P.M. in Dean's Office	Fri., Apr. 14
Applications for scholarships due in Admissions Office	Fri., Apr. 14
Registration for fall term	Week of Apr. 24
Students confer with advisers	Mon., Apr. 24 through Wed., Apr. 26
Registration cards due in Registrar's Office	Fri., Apr. 28
Manuscripts in competition for prizes must be filed in the Registrar's Office by 4 P.M.	Mon., May 1
Final examination schedules due in Registrar's Office	Mon., Tues., May 1, 2
Second semester classes end 11:30 A.M.	Sat., May 13
All papers assigned must be turned in by 4 P.M. on this date.*	
Senior comprehensive examinations	Mon., May 15 through Thurs., May 18
Final examinations*	Tues., May 16 through Thurs. morning, May 25
Oral examinations for College honors	Mon., May 22 through Wed., May 24
Final faculty meeting 9 A.M.	Thurs., May 25
COMMENCEMENT	Tues., May 30

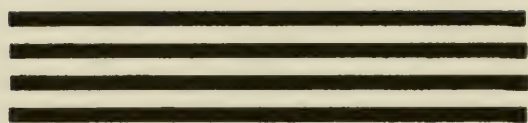
* If a paper is assigned *in place of* the final examination in a course, the date by which it is due may be set by the instructor not later than 4 P.M. on Friday, January 20, for first semester, or Monday, May 22, for second semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will be given one-half of the grade they would have received, unless arrangements have been made *in advance* with the instructor in the course and the dean. If a paper represents the entire grade for a course, the maximum grade for such a late paper is 60, or, in a course required for the major, 65.

SPECIAL EVENTS (SATURDAYS)

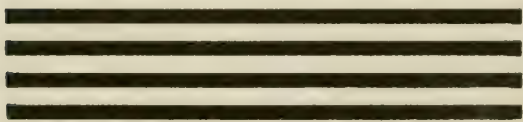
Homecoming Day—Oct. 22

Parents' Day—Nov. 12

Alumni Day—May 6



1966-1967
DIRECTORY



HAVERFORD COLLEGE

NIGHT SERVICE

ALL INTERNAL CALLS MAY BE COMPLETED WHEN THE BUSINESS OFFICE IS CLOSED IN THE SAME MANNER AS WHEN THE OPERATOR IS ON DUTY, EXCEPT THE CALLS TO AND FROM TELEPHONES CONNECTED FOR NIGHT SERVICE. IN ORDER TO CALL ANY ONE OF THE OFFICES LISTED BELOW, DIAL THE MIDWAY NUMBER LISTED, USING A TELEPHONE WHICH IS CONNECTED DIRECTLY WITH A CENTRAL OFFICE OF THE TELEPHONE COMPANY.

WHEN NIGHT CONNECTION IS IN EFFECT, IT IS NOT NECESSARY FOR USERS OF THE EXTENSIONS LISTED BELOW TO DIAL (0) IN ORDER TO PLACE AN OUTGOING CALL. SIMPLY DIAL THE DESIRED NUMBER. TELEPHONE CALLS PLACED IN THE ABOVE MANNER SHOULD BE REPORTED TO THE OPERATOR DURING REGULAR HOURS, FOR ACCOUNTING PURPOSES.

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INFIRMARY.....	(229)	MI 2-3133
VIRGINIA KLINE, REGISTRAR.....	(246)	MI 9-9601
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BARCLAY - 3RD FLOOR.....	MI 2-9506
DRINKER MUSIC CENTER.....	MI 2-9521
FIELD HOUSE.....	MI 9-9730
FOUNDERS HALL - 1ST FLOOR.....	MI 2-9460
FRENCH HOUSE - 2ND FLOOR.....	MI 2-9613
KITCHEN.....	MI 2-9544
POWER HOUSE.....	MI 2-9540
SHARPLESS HALL - 1ST FLOOR (BIOLOGY).....	MI 2-9639
SHARPLESS HALL - 3RD FLOOR (PSYCHOLOGY).....	MI 2-9626
STOKES HALL - 1ST FLOOR.....	MI 2-9591
SCULL HOUSE - 3RD FLOOR.....	MI 2-9516
UNION - 1ST FLOOR.....	MI 2-9514
WILLIAMS HOUSE - 2ND FLOOR.....	MI 2-9428
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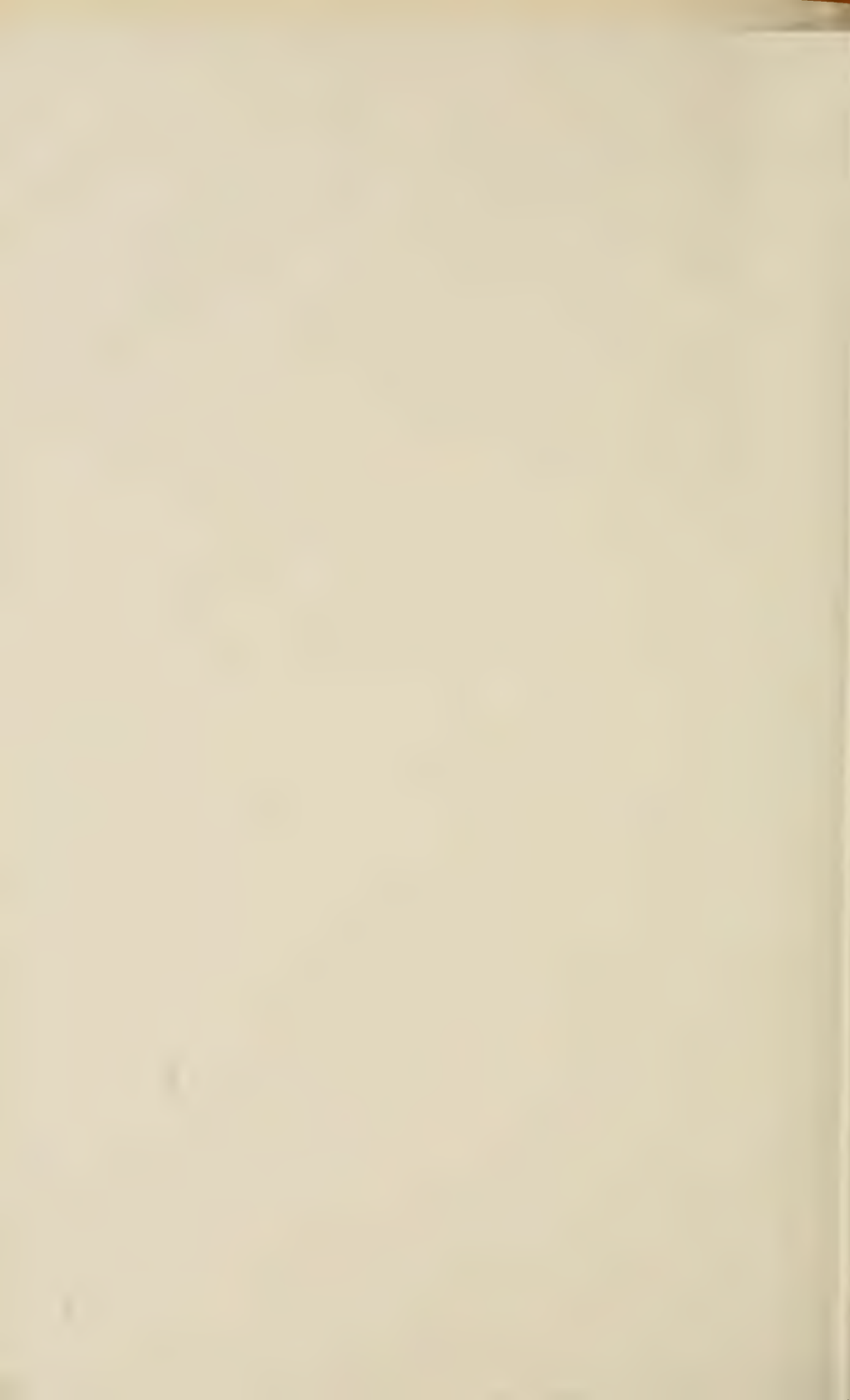
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GARAHAH, JAMES C.

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HOUSER, DAVID M.
HOWE, THOMAS A.
HURTUBISE, BARRIE L.
JACKSON, DAVID M.
JANOWITZ, JAMES A.
JAXTHEIMER, RALPH A.
KABAT, GEOFFREY C.
KAPLAN, MICHAEL B.
KEENAN, MICHAEL V.
KIMBELL, MICHAEL A.
KLEIN, ROBERT M.
KOTEN, DAVID
KROGSTAD, ROBERT T.
LAFHEY, STEPHEN H.
LEADER, G. MICHAEL
LOWRY, DAVID MC C.
MAAS, DANIEL S.
MACKINNON, K. JAMES
MANOFF, ROBERT K.
MARTIN, ROBERT T.
MAWDSLEY, EVAN K.
MC CAFFERTY, THOMAS M.
MC CANDLESS, CHRISTOPHER
MC CONAGHY, RICHARD W.
MC CONNELL, DAVID M., JR.
MEIKLEJOHN, DOUGLAS
MEYER, HENRY H. III
MILLER, TIMOTHY S.
MILLIKEN, JOHN G.
MURRAY, THOMAS W.
NEAL, DOUGLAS B.
NOBORU, SEIICHIRO
OLDMIXON, EBEN H.
OULAHAN, RICHARD V.
PARMACEK, DAVID L.
POORMAN, S. STURGIS

PURVIS, JOSEPH D., III
RABACK, HARVEY M.
REINHARDT, JOSEPH H.
RIGGAN, JOHN R.
RUEBUSH, TRENTON K., III
SCHATZ, STEVEN D.
SCHOONOVER, JOHN L.
SENECAL, VANCE R.
SERWER, DANIEL P.
SIGELMAN, JESSE L.
SINCLAIR, ROBERT H.
SINGLEY, ROBERT S.
STAVIS, GEORGE N.
STEPHENSON, W. DAVID, II
STEVENSON, FRANK W.
STEVENSON, JEFFREY M.
STINE, HOWARD E., III
SZYDLIK, FREDERICK P.
THOMAS, DUNCAN C.
THOMPSON, F. JOHN JR.
THOMPSON, JOHN L.
TINT, LAWRENCE G.
TORREY, LEON E., III
TRAPNELL, THOMAS H.
ULLMAN, JACKSON E.
URIE, DONALD D.
VAN NEWKIRK, PHILIP E.
WATTS, DAVID
WHITE, WILLIAM D.
WILKE, WILLIAM G.
WILSON, DAVID L., JR.
WILSON, FREDERICK S.
WISMER, ROBERT K.
WOLFINGER, CHARLES H., JR.
ZEIBER, SERGE H.

POST-BACCALAUREATE STUDENTS

BRIDGES, VANCY H.
CAGLE, RICHARD A.
CHARLES, CLEOPHUS
DOWDELL, JAMES B.
HALE, STANLEY R.
HARDY, MILLARD L.
HOWARD, RAYMOND C.
JUNE, LEE N.
LOCKETT, RICHARD B., JR.
MC MILLAN, LEMMON C., JR.
MITCHELL, CLARENCE O., III
O'BANION, CHARLES H.
WRIGHT, CLARENCE E., JR.

Administration



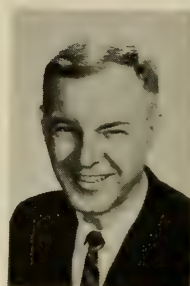
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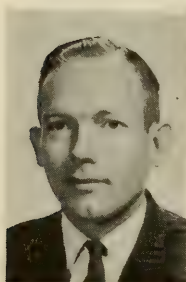
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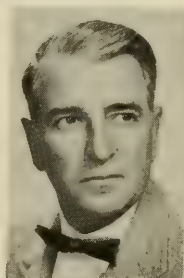
P.G.BENNETT



E.J.BOGART



B.M.BOLLAS



H.BOHION



E.BRONNER



W.E.CADBURY



F.D.COMFORT



L.C.GREEN



J.KATZ



V.H.KLINE



W.W.LANDER



J.W.LYONS



M.R.NUGENT



C.PERRY



D.POTTER



W.E.SHEPPARD



C.W.SMITH



C.R.THOMPSON



A.WALLACE



C.WELSH



A.S.WOOD

Faculty



M. ASENSIO



J. ASHMEAD



T. BARDIN



P. W. BELL



T. A. BENHAM



R. BERNSTEIN



R. H. BUTMAN



J. R. CARY



J. P. CHESICK



H. COMFORT



B. COOK



T. J. D'ANDREA



W.C.DAVIDON



J.H.DAVISON



F.DE GRAAFF



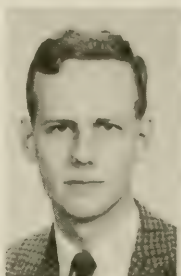
P.DESJARDINS



A.DIAMANT



W.DOCHERTY



H.DUNATHAN



A.EFFRAT



I.FINGER



R.M.GAVIN



L.GERSTEIN



D.J.GILLIS



H.GLICKMAN



E.U.GREEN



S.GLICKMAN



M.M.GUTWIRTH



A.P. HARE



D.H. HEATH



T.B. HETZEL



H. HUNTER



D. HUSEMOLLER



R.P. JAYNE



D. KESSLER



E. KOBAYASHI



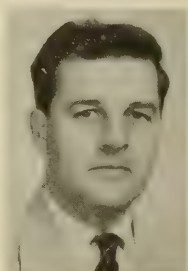
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V.W. KHAMER



R. LANE



J.A. LESTER



A.G. LOEWY



W. MAC CAFFREY



C.F. MAC KAY



M. MARSHALL



E. MC NELIS



E. M. MICHAEL



D. MILLER



N. MITCHELL



R. A. MORTIMER



V. NACHMIAS



S. I. PERLOE



H. W. PFUND



E. PRUDENTE



D. QUINN



F. J. QUINN



R. E. RANDALL



J. C. RANSOM



R. R. RASKIN



W. H. REESE



E. S. ROSE



M. SANTER



U. V. SANTER



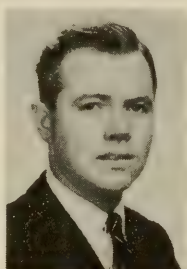
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F. A. SELOVE



C. P. SLATER



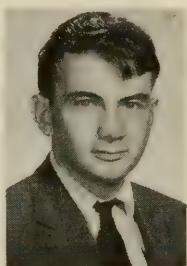
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H. SPRINGER



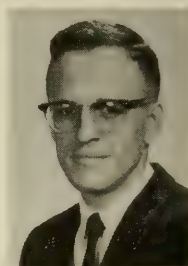
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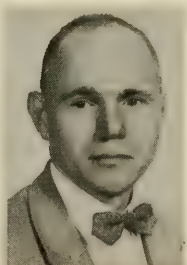
J. A. THORPE



G. I. TREYZ



S. R. WALDMAN



R. I. WALTER



N. M. WILSON



J. E. YEAGER



C. YAN

Students



B.L. ACKERMAN
1968



T.H. ACKERMAN
1968



S.L. ADAMS
1968



E.D. ADKINS III
1968



R.K. AGARWAL
1969



R.B. AIRD
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Y. AIZAWA
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A.T. ALADJEM
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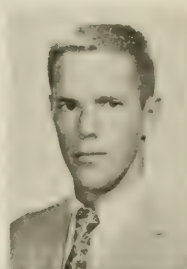
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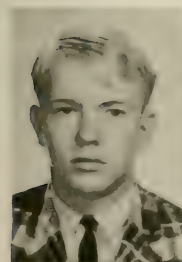
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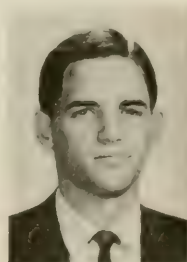
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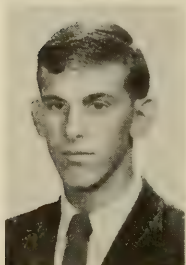
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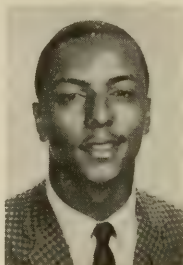
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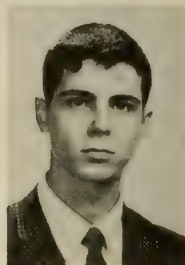
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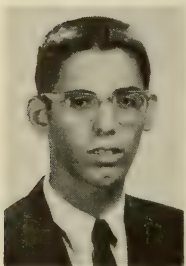
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W.R. BALCH
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J.E. BARRETT
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D.M. BARRY
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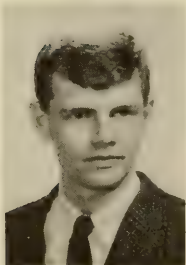
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P.E. BATZELL
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R.B. BEALE
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W.R. BEARDSLEE
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M.C. BEAVER
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V.E. BENGLIAN
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D.C. BENNETT
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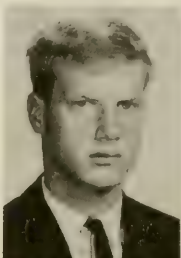
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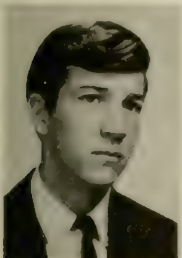
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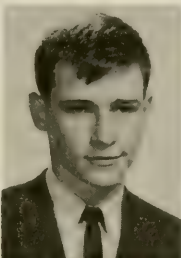
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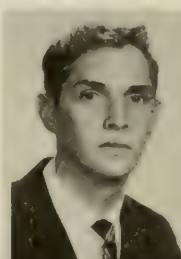
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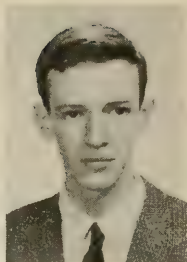
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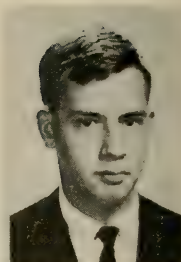
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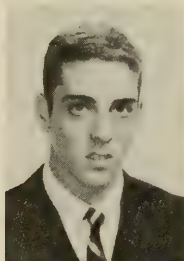
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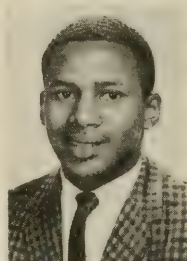
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T.C. BREIL
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POST-BACC



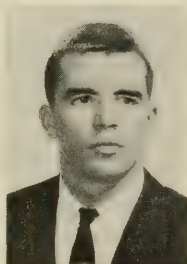
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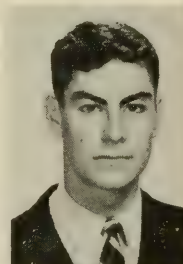
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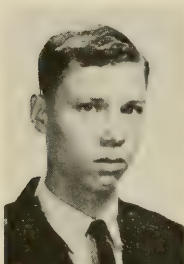
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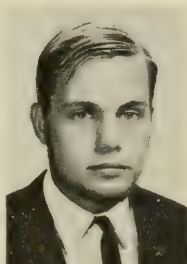
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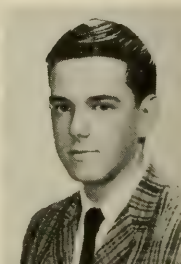
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R.L. CATES
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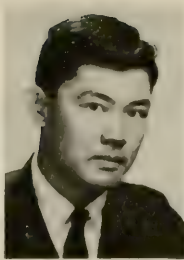
B. CHAMBERLAIN
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R.J. CHANDLER
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E.F. CHANEY
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A.H.C. CHANG
1968



C. CHARLES
POST-BACC



E.T. CHEWNING
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J.T. CLIFFORD
1967



A.P. COHEN
1969



P.K. COLEMAN
1970



C.S. COLVIN
1970



F.H. CONROY
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J.D. COOK
1969



J.F. COOPER
1967



R.I. COWARD
1967



I.B. CRANDALL
1968



S.W. CROPPER
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T.W. CURIE
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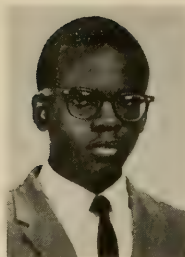
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J.W.DAVIDSON
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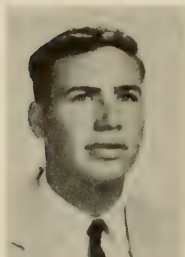
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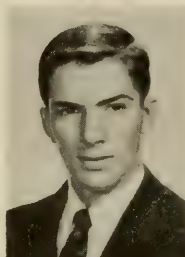
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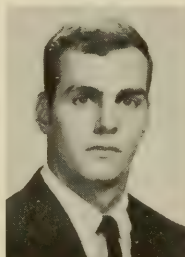
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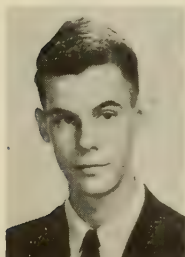
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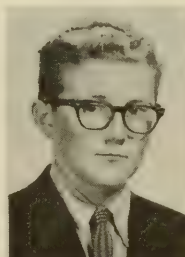
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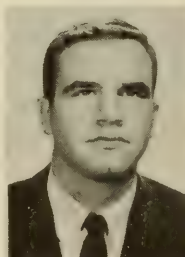
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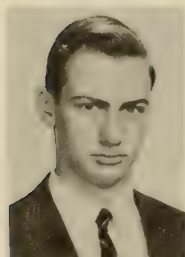
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K.C.EDGARD
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B.C.ELLIOTT
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D.F.ELLIOTT
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N.M. EMERY
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J.R. EMMONS
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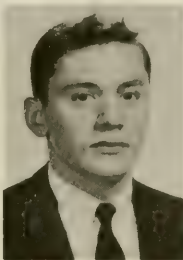
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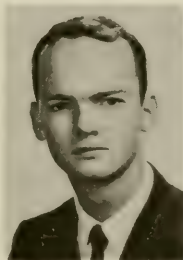
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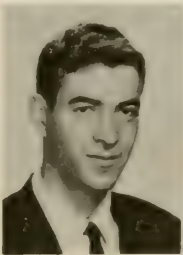
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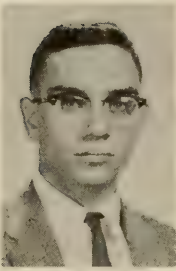
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W.R. FORMAN
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D.W. FOSTER
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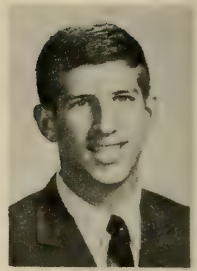
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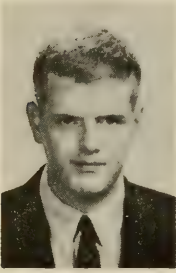
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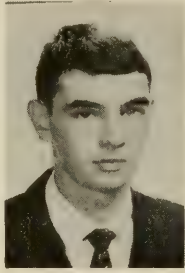
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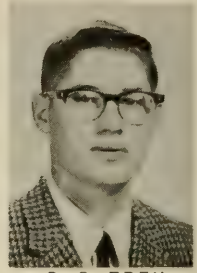
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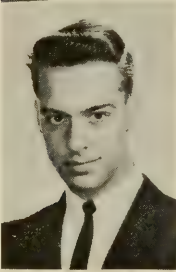
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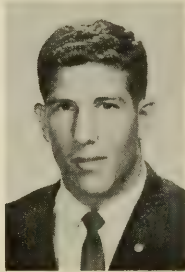
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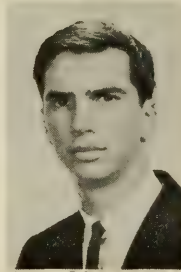
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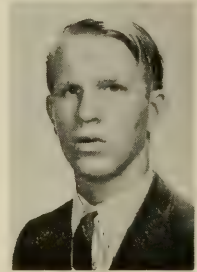
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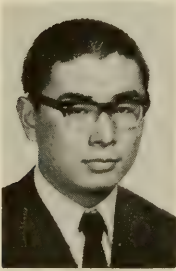
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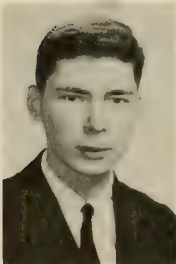
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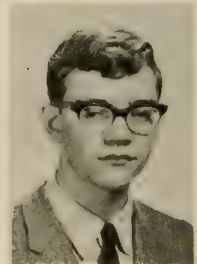
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T.N.GANTZ
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P.P.GARRETSON
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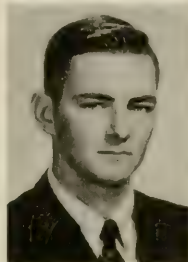
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J.V. GEARHART
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W.B. GEFTER
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J.P. GEISE
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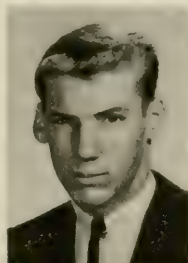
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1969



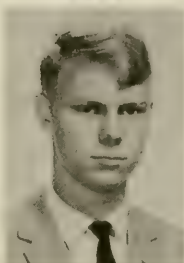
E.M. GIBBS
POST-BACC



R.K. GIFFORD
1968



J.R. GLEESON
1969



C.R. GLUCK
1967



S.H. GOLD
1968



S.M. GOLD
1967



T.B. GOLDING
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P.J. GOLDMARK
1967



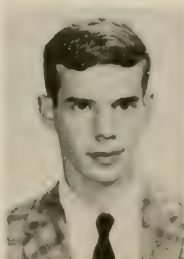
M.S. GOODBODY
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R.D. GORCHOV
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D.R. GORDON
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P.A. GORSKI
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D.J. GREEN
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M. GREENFIELD
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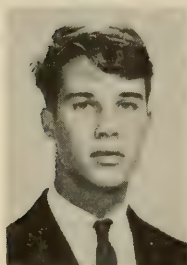
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J.S. GREGG
1969



S. GREIF
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W.G. GRESOV
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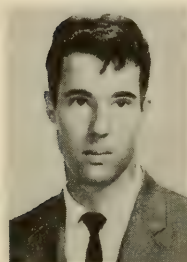
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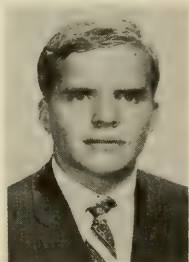
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R.S. HALE
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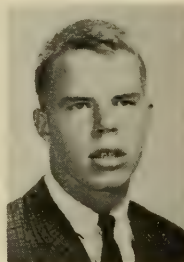
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D.L. HAMILTON
1970



D.M. HAMILTON
1970



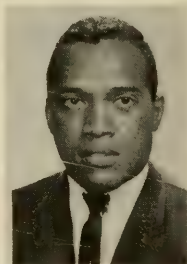
R.H. HAMILTON
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R.H. HAMMEL
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C.J. HARDY
1967



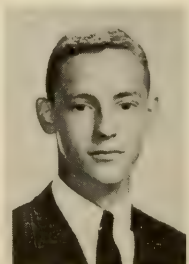
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POST-BACC



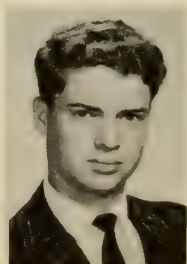
H.J.H. HARRIS
1969



M.J. HARRISON
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D.A. HART
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F.R. HAZELTON
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V. HASKELL
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C.R. HATHAWAY
1968



R.E. HAUGH
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R.C. HAWLEY
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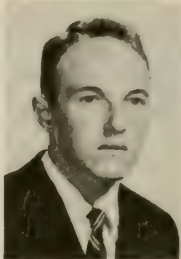
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C.L. HEDRICK
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E.A. HELME
1969



R. HEMMENDINGER
1968



J.L. HENDERSON
1969



R.M. HERRON
1969



R.O. HESS
1967



K.A. HICKS
1970



S.H. HIPPI
1969



W.S. HOFFMAN
1967



A.G. HOLBROOK
1967



A.T. HOOK
1969



S.G. HOPKINS
1967



W.R. HORNER
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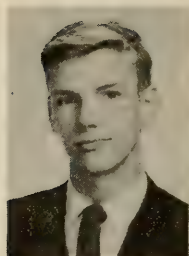
T.H. HORWITZ
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J.B. HOSTLER
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1968



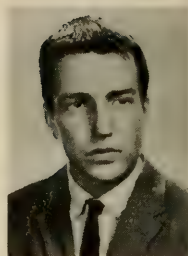
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R.C. HOWARD
POST-BACC



T.A. HOWE
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J.A. HUBBELL
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C.H. HULL
1968



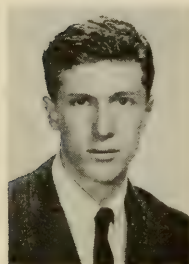
M.L. HUMPHRIES
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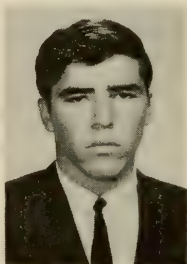
G.K. HURLEY
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B.L. HURTUBISE
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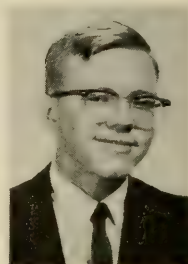
W.A. HUTCHINS
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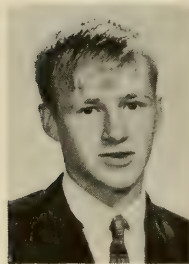
B.C. IACOBUCCI
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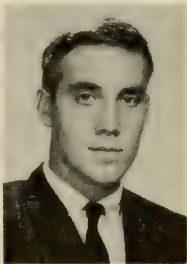
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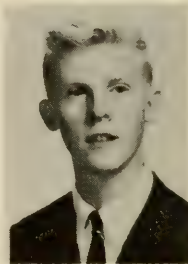
W.C. INGRAM
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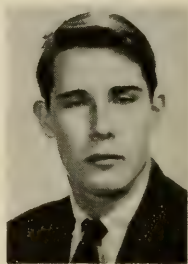
J.W. INSLEE
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A.M. IRVING
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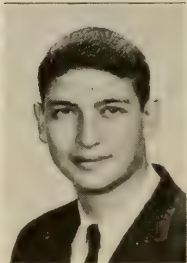
C. JACKSON
1968



D.M. JACKSON
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G.W. JACKSON
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H.A. JAFFEE
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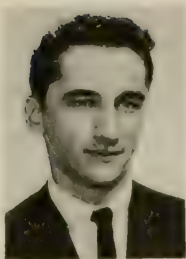
J.A. JANOWITZ
1967



S.A. JAROCKI
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R.K. JARVIS
1970



R. JAXTHEIMER
1967



R.A. JOHNSTON
1970



P.T. JOHNSTONE
1969



S.M. JOLLY
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C.T. JONES
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E.T. JONES
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S.M. JONES
1969



L.N. JUNE
POST-BACC



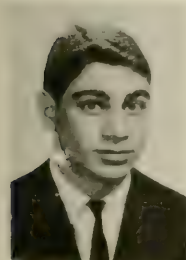
G.C. KABAT
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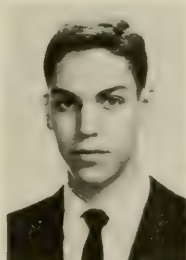
K.A. KAMM
1969



C.E. KANE
1968



M.B. KAPLAN
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M.M. KAPLAN
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C.R. KATOPE
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A.J. KATZMAN
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S.J. KAUFMAN
1970



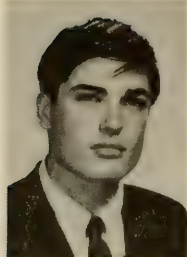
J.P. KEEN
1968



M.V. KEENAN
1967



S.T. KEENAN
1968



S.A. KELEMEN
1970



L.W. KILLIAN
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R.H. KIMBALL
1969



M.A. KIMBELL
1967



R.M. KLEIN
1967



J. KLEPPINGER
1969



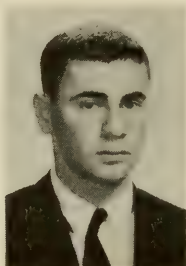
J. KLUGE
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K.A. KOCHER
1968



E.C. KOPFF
1968



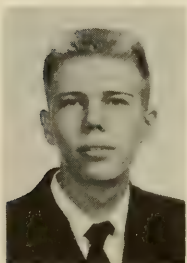
D. KOTEEN
1967



T.M.S. KOWAL
1969



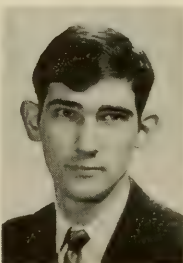
H.M. KRITZER
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R.T. KROGSTAD
1967



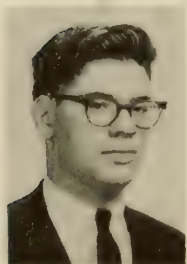
J.S. KROMER
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J.D. KUNTZ
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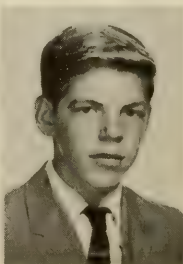
D.B. LAFFEY
1969



S.H. LAFFEY
1967



C.L. LANE
1969



K.E. LANGLEY
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R.W. LANGNER
1968



N.L. LARSON
1969



J.A. LAURENCE
1969



T.W. LAYMAN
1968



G.S. LAZAROFF
SPECIAL



D.W. LAZAROFF
1969



G.M. LEADER
1967



J.F. LEHMAN
1969



J.E. LEWIS
1970



R.H. LEWIS
1970



S.J. LEWIS
1968



B.K. LINCOLN
1970



M.C. LINDSEY
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R.W. LINN
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E.O. LISTER
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S. LITTLE
1968



R.B. LOCKETT
POST-BACC



W.P. LOESCHE
1968



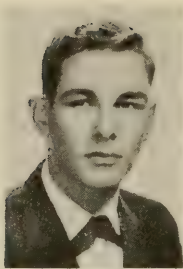
F.A. LONG
1969



T.L. LOOSE
1968



A.C. LOUIE
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C.H. LOWE
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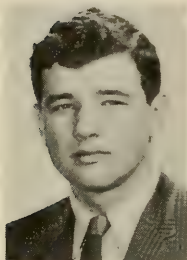
D.M. LOWRY
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C.Y. LU
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E.A. LUDWIG
1968



V. LUKETIC
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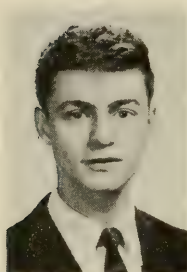
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D.S. MASS
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K. MACKINNON
1967



S.R. MAGERS
1968



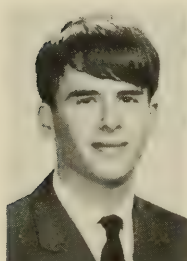
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1967



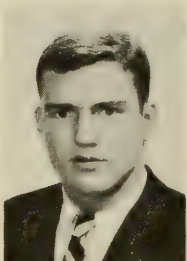
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S. MARRINSON
1970



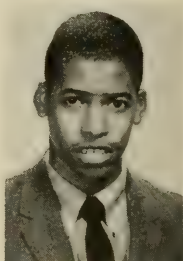
D.S. MARSHALL
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R.T. MARTIN
1967



H.D. MASON
1969



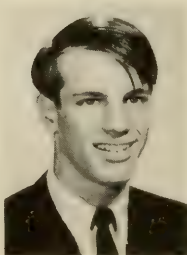
H.P. MASSIE
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E. MAWDSLEY
1967



T. MCCAFFERTY
1969



T.A. MCCAIN
1970



C. MCCANDLESS
1967



M.W. MCCANN
1968



R.W. MCCONAGHY
1967



D.M. MCCONNELL
1967



G.R. MCCONNELL
1969



J.H. MCKERROW
1968



L.C. MCMILLAN
POST-BACC



W.A. MCNEIL
1968



T.R. MEIER
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D. MEIKLEJOHN
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E.D. MELBY
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R.T. MELSON
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H.H. MEYER
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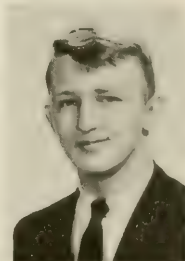
M.A. MILLER
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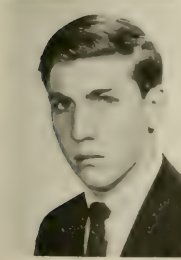
M.R. MILLER
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T.S. MILLER
1967



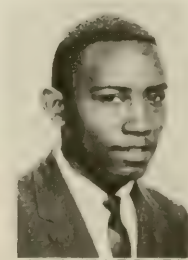
J.G. MILLIKEN
1967



W.O. MILES
1970



U.H. MILLSTONE
1968



C.O. MITCHELL
POST-BACC



M.D. MODE
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M.W. MOORE
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A.C. MORGAN
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J.F. MULLOOLY
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S.H. MUNROE
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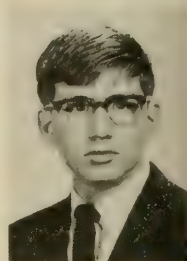
S.J. MURPHY
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T.W. MURRAY
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G.L. MUSSER
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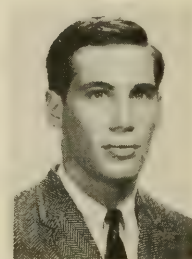
H.D. MUSTIN
1970



D.B. NEAL
1967



P.E. NEWBURGER
1970



G.C. NEWMAN
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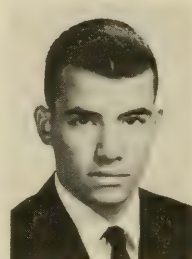
A.D. NEWKIRK
1969



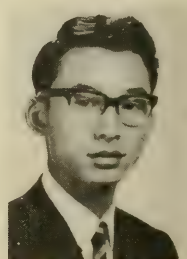
J.D. NICHOLSON
1970



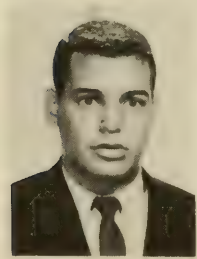
T.B. NICKEL
1970



G.F. NIXON
1968



S. NOBORU
SPECIAL



D.J. NUVAK
1970



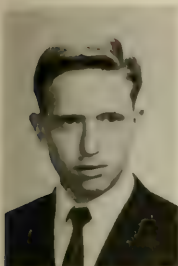
C.H. OBANION
POST-BACC



E. OLDMIXON
1967



M.J. O'LEARY
1970



K. OLLENDORFF
1968



R. B. OLVER
1969



R. B. ORAN
1970



R. L. ORLANDO
1969



J. OTTENBERG
1970



H. OTTINGER
1968



R. V. OULAHAN
1967



W. I. PACKARD
1968



P. T. PALADE
1970



T. A. PANCOAST
1970



R. C. PAPPAS
1969



D. L. PARMACEK
1967



D. J. PARSONS
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R. T. PAUL
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W. R. C. PHELPS
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S. W. PHILLIPS
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W. A. PHILLIPS
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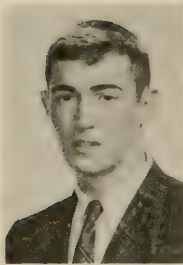
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1969



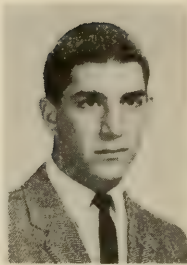
J. W. PONSEN
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D. H. POURMAN
1970



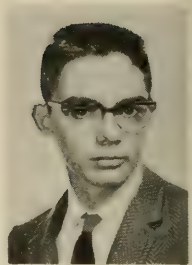
S.S. POORMAN
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S.S. PORRECCA
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R.R. PORTER
1968



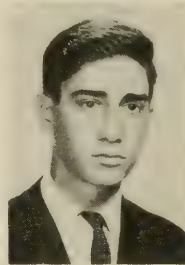
T.R. POWERS
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R.E. PRIMACK
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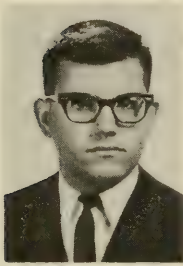
P.N. PRITCHARD
1969



M.J. PRYOR
1969



J.D. PURVIS
1967



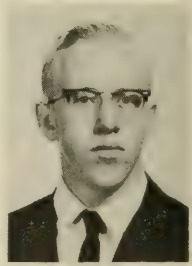
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1969



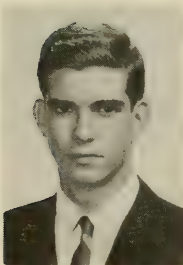
F.G. RALSTON
1969



H. REYNOLDS
1969



F.M. RAMSEY
1968



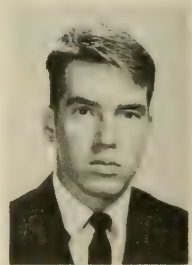
H.M. RARBACK
1967



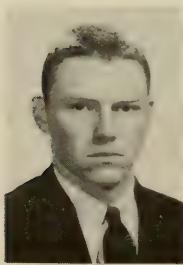
B.R. RASKOB
1970



H.M. RAM
1970



F.W. REIMHERR
1968



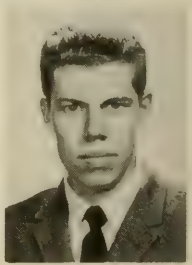
J.H. REINHARDT
1967



K. RETI
1970



P.L. REAGAN
1968



D.L. RICE
1970



C.R. RICHARDS
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F.A. RICHARDS
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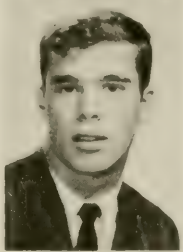
E.S. RICHTER
1970



J.R. RIGGAN
1967



D.P. ROBINSON
1968



J.B. RITTER
1968



J.T. RIVERS
1968



D.M. ROBERTS
1970



C.L. RINGWALT
1970



B.S. ROTHMAN
1969



K.B. ROGERS
1970



P.T. ROGGE
1968



S.M. ROLFE
1969



J.W. ROGERS
1970



D.M. ROSEN
1970



Y.C. ROSENTHAL
1970



D.R. ROSS
1969



L.S. ROOT
1968



D.M. ROTHSTEIN
1970



C.L. RUB
1969



A.M. RUBERG
1968



T.K. RUEBUSH
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E. RUSSEK
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F.S. RUSSEK
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J.M. SACHS
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E.K. ST. CLAIR
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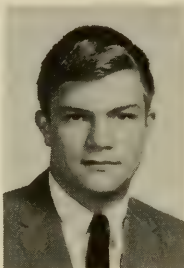
F.A. SANTORO
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J.S. SARGEN I
1969



G.M. SAVA
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C.S. SAXER
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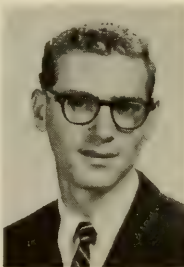
S.D. SCHATZ
1967



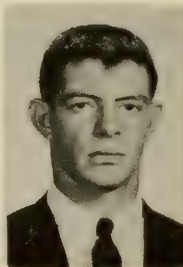
E.W. SCHNEIDER
1970



J. SCHOONOVER
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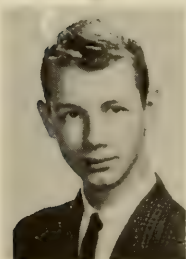
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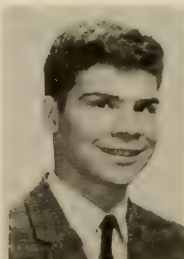
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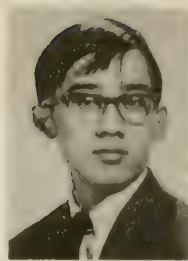
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H.S. SILUK
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L.H. SIMONS
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R.H. SINCLAIR
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R.S. SINGLEY
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H.A. SIRE
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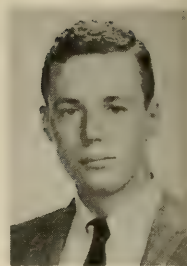
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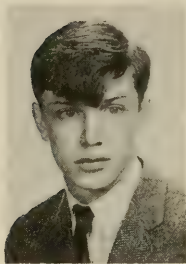
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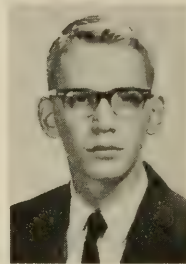
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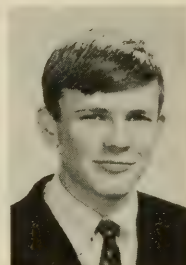
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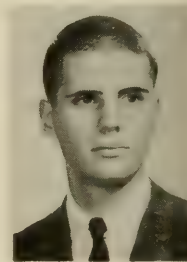
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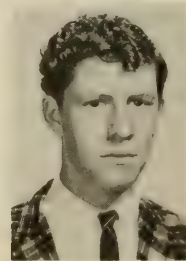
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R.F. SUTTON
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A. SWAN
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G.F. SWANSON
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R.A. SWIFT
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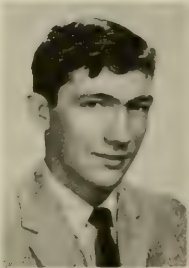
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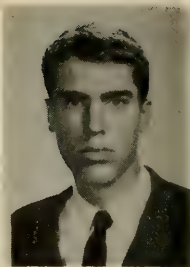
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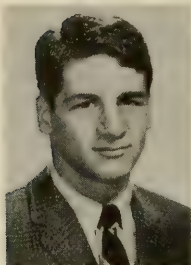
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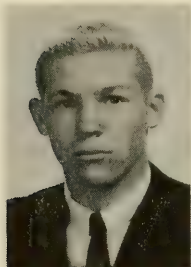
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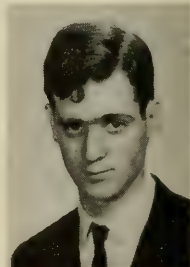
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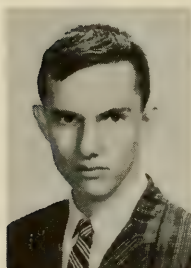
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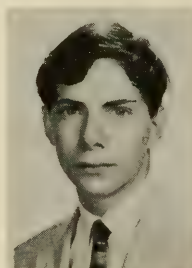
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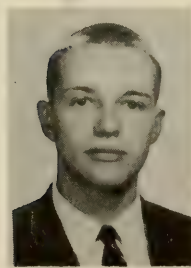
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D. WATISS
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L.D. WEBBER
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T.W. WEISMAN
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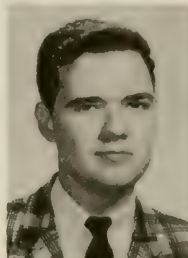
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1968



C.S. WHITMORE
1968



T.N. WHITTIER
1969



J.S. WICOFF
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G. WILCOX
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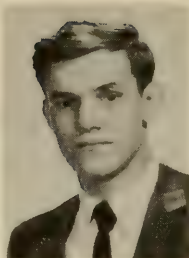
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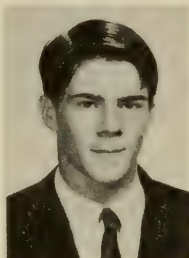
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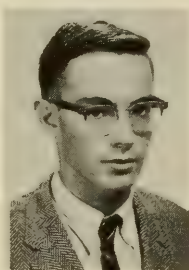
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1969



A.M. WOODWARD
1970



D.B. WOODWARD
1969



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POST-BACC



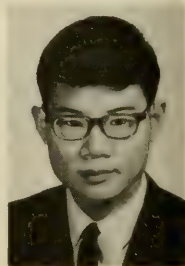
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B. ZAJAC
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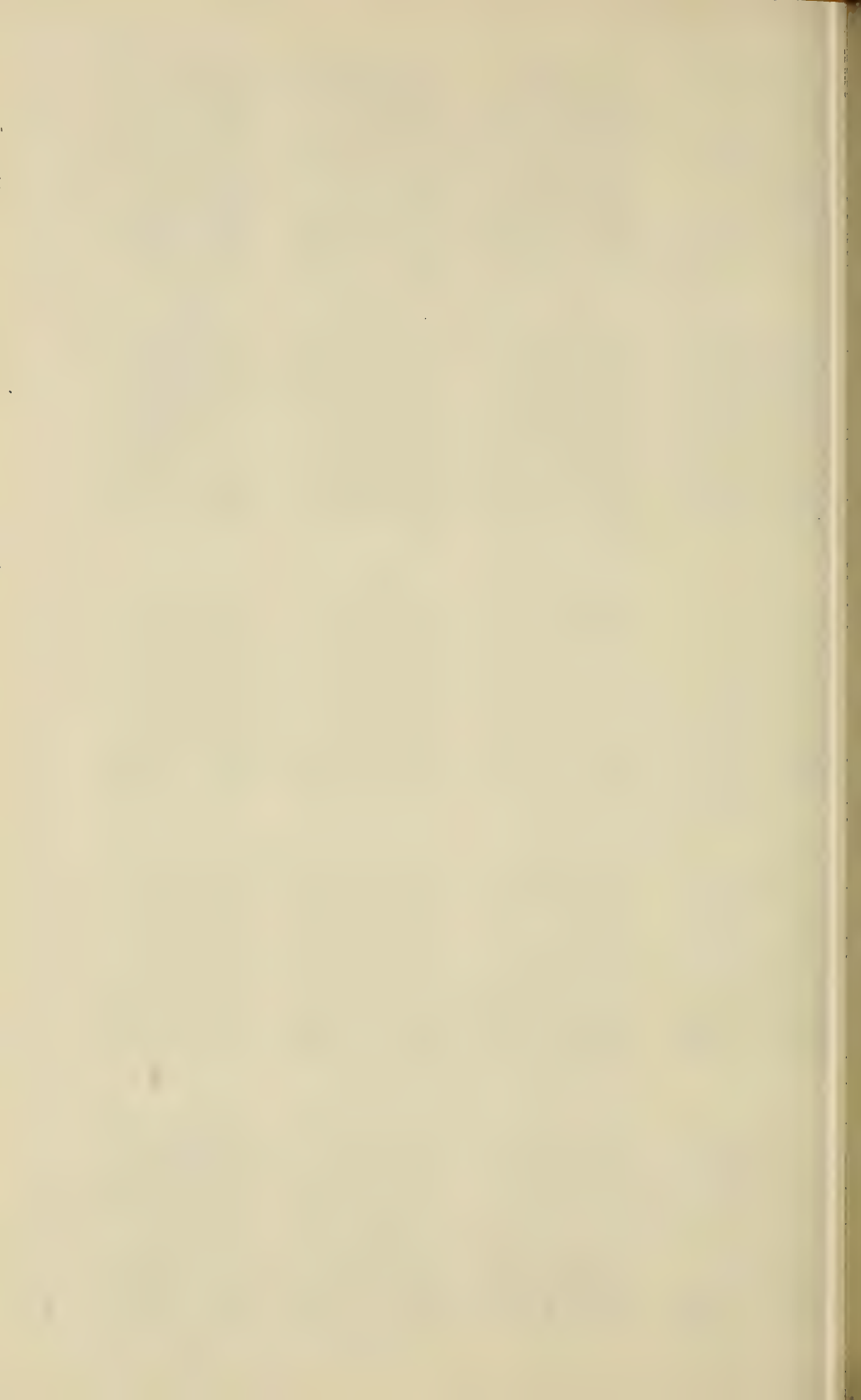
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1967



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W.M. ZUMETA
1969





LIBRARY OF
Haverford College

NOV 30 1966

HAVERFORD, PA.

REPORTS

of the

LIBRARIAN

and

Curator of the
Quaker Collection

Haverford College Bulletin, Vol. LXV, Number Three, November 1966,
Report of the Librarian. Issued July, October, November and December
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REPORTS of the LIBRARIAN
and of
the CURATOR of the
QUAKER COLLECTION
1965 - 1966

haverford college, haverford, pa.

19041



Report of the Librarian

1965-1966

The familiar opening, "another very busy year," is no cliché this time. This annual report for the fiscal year 1965-66 was prepared at the end of June, while a 40-foot drill was digging holes in the former Library garden for caissons and piles of the Magill Library. There is nothing wrong with building castles in the air, says Thoreau; "now put the foundations under them." Which is what we have been doing of late, and therefore the reverberations of drills and other machinery were welcome noises, if not exactly sweet music, during sultry summer days at the Haverford Library.

Like most enterprises of worth and magnitude, the enlarged Library will be the result of sacrificial effort and generosity by people who have confidence in Haverford College and believe it must keep pace with other leading colleges in providing facilities for students and faculty. The kind of person whom Haverford wishes to attract, and who is likely to be attracted by Haverford, is one who takes studies seriously and in all probability intends to proceed from college to graduate school. First-class laboratories and a first-class library, with respect to collections and services, make much more difference to him than does the peripheral equipment often, but mistakenly, identified with college life. The enlarged Library will accomplish for humanities and social sciences what the new Stokes and renovated Sharpless buildings have done for physical and biological sciences. Like those centers, it is an investment in Haverford's future, and like them it is heartening evidence of the faith of Haverford's graduates, Board of Managers, and other friends in this College's principles and practices.

At the end of the last fiscal year, \$1,881,678 has been raised through gifts or pledges toward the cost of the building. Approximately \$148,000 more was needed. Since there had been no general campaign among alumni for contributions, and since the Library's needs, however great, were and are far from the only ones for which Haverford seeks support, the success of the special committee in securing in a year and a half 93 per cent of the sum required was a remarkable feat. The

hard work, dedication, and generosity of James P. Magill '07 is not news to readers of these reports, but to record it once again here is a pleasure I must claim. Here, too, a familiar phrase—Emerson's about an institution's being the lengthened shadow of one man—comes to mind with a vividness which dispels the danger of triteness. Mr. Magill has been the inspiration of this enterprise since its commencement, and we all rejoice that the Magill Library will, before long, have a local habitation as it already has a name. I must also emphasize, again, that even though no formal campaign was organized, we have had excellent support from many alumni. One of the great Renaissance humanists, Lorenzo Valla, observes about the word *alumnus* that when used correctly it means one who *is supported*, not one who *supports* ("alumnus significat eum qui alitus est, non qui alit"). We have changed all that in American academic usage by turning the basic meaning of the word from passive to active. The alumnus not only supports Alma Mater in her old age but, if he is properly educated, begins to contribute to her welfare as soon as he leaves her tutelage.

Contract drawings for the Magill Library were finished in March. Groundbreaking ceremonies took place in the former Library garden on April 1, and workmen first appeared on May 9. They did not stay long on that day because of a labor dispute in Philadelphia, but happily that difficulty was quickly settled and they have been on the job ever since. The John S. McQuade Co., contractors, and the College's representative, Elmer Bogart, have done their best to see that normal Library operations are impeded as little as possible, and we appreciate this concern.

No major changes in the plans have been made since my last annual report, but final decisions were made about some tentative plans. One of these decisions was the consequence of a lamentable loss to the College. I refer to the decision to name the seminar room in memory of Alfred R. Crawford '31. When he came to Haverford as vice president for development in August 1964 the Library was his first major assignment, and he worked continually at this, not only because it had priority on the agenda but because of his personal enthusiasm for the plans. As a Haverford graduate, a professional consultant of long and successful experience in college and university development campaigns, and finally as a man with deep interest in the humanities, he believed in the cause and devoted his talents to it without stint. After his death in March 1966, his friends contributed a fund which will be used to furnish the seminar room named in his honor.

A year ago we had provisional plans for a Cricket Room. These plans are now more definite. This room too has a name, The C. Christopher Morris Cricket Library and Collection, and it, too, will soon have a local habitation, on the north side of the building. A com-

mittee of which Professor Howard Comfort '24 is chairman was organized last spring to aid in making plans for the room.* As he points out, "Since this Library and Collection will be the only thing of its kind in the United States, it was agreed that its purposes should include all American cricket (with obvious special emphasis upon Haverford College and the Philadelphia area) and that the management of the Collection should lie with Haverford cricketers supported and advised by a broader advisory group." The Cricket Room will be handsomely furnished as a lounge, library and exhibit room. It will not be open for general undergraduate use.

None of the gifts made for Library construction will be used for this room, but since the Morris Cricket Library will be a distinctive and unique place, a repository of records and memorabilia of a sport associated with Haverford for over a century, we are delighted that gifts from C. Christopher Morris '04 and Mrs. T. Carrick Jordan (in memory of her husband) have assured construction of it. Professor Comfort's committee is seeking the additional \$25,000 needed for furnishings.

Haverford is but one of many colleges in the Philadelphia area to be planning, building, or completing new libraries. Each institution is judge of its own needs to be sure, and plans or builds in accordance with its own educational principles and policies. Nonetheless, it is reassuring that so many colleges, large and small, have acted in the last few years to expand library resources, not only with respect to buildings but to staffs and funds as well. According to published reports, Swarthmore College's new library of 90,000 square feet is expected to hold approximately 450,000 volumes (including the Friends Historical Library) and to seat 600 readers. Haverford's, of slightly less than 80,000 square feet, can be expected to house 495,000 volumes and to seat 500 readers.

Because Haverford decided to add large wings to the existing building, renovate much of the interior, and relocate the entrance, construction has complications not faced by those colleges which are building entirely new structures. Our decision was, we think, the right one for us; but we shall certainly have many inconveniences, some of them rather disagreeable ones, during the next year and a half while the work is being done. We have tried hard with the aid of Harbeson Hough Livingston & Larson, Klauder Associates, and the McQuade Co.

* Others: J. M. Crosman '18, M. C. Haines '26, W. J. Hole, J. A. Lester '96, J. P. Magill '07, C. C. Morris '04, R. V. Oulahan '66, J. B. Ruppenthal '64, F. C. Sharpless '00, J. A. Silver '25, D. L. Snider '62, S. E. Stokes '14, T. Wistar, Jr. '30.

to keep discomfort of readers and dislocation of books and periodicals to a minimum, but there is no denying that we are operating under handicaps and must do so for some time, though the end in view is worth all the trouble.

Between January and April we moved at least 50,000 volumes to the basement of Lyman Beecher Hall building, now our "annex," and to the basement of South Dormitory. The books in South Dormitory, stored in cartons, are volumes not used frequently, but if wanted by readers they are available upon 24 hours' notice. The annex basement library is open daily until 11 p.m. Stacks installed there hold at least 30,000 volumes. Two rooms at the annex are used by staff. Reading space is available only for a dozen readers.

The moving and temporary storage of 50,000 volumes was laborious because it had to be done while the usual library services and hours continued; because space for these books had to be found and readied; and because many thousands of the remaining volumes in the main building had to be transferred to other parts of that building. After all books in the South Wing and many from the basement stacks were removed, we then had to remove all books that were shelved within 15 feet of the south wall of the stacks. Some of these volumes are often used, and, therefore, had to be stored elsewhere in the main building. When the renovated South Wing is completed, books will be moved to that section in order to allow work to proceed in other parts of the building; when work is to be done on the area where the present card catalog stands, everything there will have to be moved. And so on; we must keep one jump ahead of the workmen.

Mrs. Esther Ralph, assistant librarian, who supervised the moving, did an outstanding piece of work under difficult conditions.

Until construction is completed, the door on the north side of the building, covered up and unopened for half a century or longer, so far as I know, is now used as a temporary entrance. The only reading space left except in carrels is that in the reference section on the main floor and in the North Wing. The Treasure Room and Rufus Jones Room are filled with staff. Despite the uncomfortable crowding, books and periodicals are available to everyone who needs them—everyone who is a member of Haverford College, that is, for we cannot extend the usual courtesies to secondary school students during this period. Furthermore, during 1966-67 we expect Haverford students to use Stokes Library and Chase Hall as reading rooms in the evenings. Both buildings are open until midnight or later for this purpose. Reading and writing there may not be quite so convenient as in the main building, but I hope our students—and others—will keep in mind that even under these temporary conditions they have access to books and late library hours such as are enjoyed by undergraduates in no other country.

While work on the building proceeds we are now giving much attention to the furnishings and equipment that will be used in it. In addition, we must find answers soon to some important questions about reorganizing collections, enlarging the staff, and making long-range plans. All these matters are necessarily involved, for we will have a building twice the size of the present one, College enrolment will be growing, and the book collection will continue to grow. This is the price to be paid for bigger and better resources needed by Haverford in the next generation. Let me repeat that there is nothing peculiar to Haverford in this; nearly every American college has been faced with onerous requirements of expansion in one form or another. Because libraries and laboratories are fundamental in the College's educational work, the Haverford decisions of the last few years concerning renovation, expansion, or replacement of these facilities were wise ones.

Nevertheless, we must bear in mind that a library twice the size of the former building cannot be operated without some increases in staff and in funds for books and services. Two part-time staff members required by temporary conditions during the past year will remain with us, and next year we must add at least another cataloger. Readers may recall that the report and recommendations two years ago by the commission of the Middle States Association of Colleges and Secondary Schools—the most thorough inspection of Haverford by a neutral body in recent years—emphasized the need of the Library both for “more and better-organized space” and for growth in funds and staff. We can say that we have taken the necessary steps toward filling these needs.

Before leaving the subject of new libraries it is relevant to notice a disturbing question which confronts those who are responsible for the planning or building or administering of them. This question, which involves costs, staffing, and services, is: How much provision should be made for electronic devices, data-processing, computer operations and the like? And how can anyone tell how quickly such equipment, which is both complex and expensive, will become obsolete? When is a library big enough to justify or to require so-called automation? Nobody seems to know. Are we wrong, for instance, in planning to continue having a card catalog and in planning to double its capacity on the assumption that we will be using it for the next 30 years? In some libraries card catalogs are now virtually abolished; they are regarded as anachronisms and are replaced, or at any rate supplemented, by computer-printed lists of current acquisitions, these lists being assembled in book form.

It appears certain that such techniques will be increasingly used, though it is likewise true, as a writer in the *London Times Literary Supplement* (March 10, 1966, p. 200) remarked, that “The first flushes of enthusiasm for discarding traditional library techniques in favor of

random storage and machine searching have somewhat abated, and attention has turned rather towards using machines to produce new versions of such tools as indexes and bibliographies." The troublesome fact is that since libraries must be built, equipped, and used without undue delays, we cannot have the thing both ways at once; that is, either we install computers, data-processing, and so on, or we do not. What should we do at Haverford?

I think the only answer at present, however unsatisfactory this may seem, is that we must be conservative, hesitating to commit ourselves to expensive equipment until we have much more information than we have now about what it would save us in money and labor. Practical decisions are dictated after all, by the size of this College and the nature of its library operations. Our library is too small to make abolition of the card catalog desirable, at least at this time. In a metropolitan library of a million volumes or more, the other kind of catalog is no doubt preferable; at Haverford a central card catalog does just as well. As for computerized cataloging, we simply do not know enough about how this would work. Computer equipment is available on the campus, however, and perhaps we shall soon be able to take advantage of it. I think it more probable that within a decade all cataloging will be done by the Library of Congress or in regional bibliographical centers. As for data-processing in the circulation department, the decision was that the Magill Library will not have this at first but there will be room allowed for it, so that it can be installed later.

The librarian of 1984—but of course such an absurd term will not be used; he will be known as director of information retrieval centers—will have little or no time to read books. Library science will be "science" indeed. He will need a degree in physics and another in electrical engineering, and there will be no nonsense about handling actual volumes instead of controlling machines. Libraries will be more society-oriented but perhaps less civilizing. Since computers have "memories" and perform incredible feats of storing and dispensing information in figures and symbols, we may abandon the rhetoric about a great book being "the precious lifeblood of a master-spirit, embalmed and treasured up on purpose to a life beyond life." For the computer is here to stay; no use for librarians who are melancholy hold-overs from the era of printed books to bewail their lot or to hope, as the Victorian lady did about Darwinism, that the news isn't true or that, if it is, people won't hear of it. Let us hope rather, with the writer quoted above, that libraries do not become mere retrievers of information. "A library should be a preserver of values, a provider of opportunities for intellectual development and the attainment of wisdom, so that when the age of leisure does arrive, it will have been worth the effort."

THE COLLECTIONS

The total number of volumes on June 30, 1966, was 249,592. The net number added during the year was 6,448. Note that, as usual, only books actually accessioned are included in these counts; some volumes added, e.g. to the shelves of the Gummere-Morley Room, but not accessioned, are not included.

Considering how much staff time was lost during the moving of books and quarters in the second semester, the number of publications added during the year is quite satisfactory. Inasmuch as we have staff in different buildings for the period of construction work, the number of volumes acquired and cataloged will probably be smaller in 1966-67.

Last year we reported addition in 1964-65 of a record number of 9,585 volumes; but this number, as was stated in the report, included over 3,000 volumes bequeathed by Professor Dean Lockwood. Mrs. Rosemary Desjardins began preparation of a check-list of these books, a project interrupted when she and her husband left the College for the year. We expect that the work will be resumed shortly and we shall try to complete it as soon as possible.

Circulation figures for 1965-66, printed at the end of this report, are very close to those for the previous year. The total number of volumes borrowed at the main circulation desk was slightly higher; the number borrowed from the Reserve Book Room slightly lower. Circulation figures do not include all the books borrowed from departmental libraries, e.g. in Sharpless, for temporary use within the building. Neither do they record how many bound periodicals are used, since we no longer allow these to be removed from the Library building.

In view of the fact that about a fifth of our books have been stored temporarily in other buildings since the second semester began, it is surprising but gratifying that circulation figures for 1965-66 are so high. For 1966-67 they may decline; thereafter, when the Magill Library is open, they should rise.

Another category which should be lower in 1966-67 is that of volumes used by "outside" borrowers. Because of the construction project we now exclude from the Library nearly all secondary school pupils and we discourage, without actually forbidding, use of the Library by students from other colleges except Bryn Mawr and Swarthmore. Few graduates realize, I believe, what demands our late hours and liberal rules have put upon the Library. We like to be of service to members of the community *if* we have needed materials that are not in public libraries. But now that State and Federal money is available for expansion of libraries in secondary schools, we can and should expect that such schools will provide suitable libraries for their students; heretofore school libraries have been lamentably neglected. Suburban

students, both in secondary schools and in colleges, whose libraries have shorter hours than ours, are attracted to our campus. One cannot blame them for that. When the Magill Library opens, however, we must take a careful look at our rules about use of the collections by visitors who have no connection with the College. We shall want to be hospitable to graduates and to neighbors, but henceforth we must assume officially that secondary schools will look after their own, except, occasionally, when for good reason their pupils wish to use our Library to consult works not easily available to them elsewhere.

Interlibrary Loan borrowing and lending increased last year, and as usual we loaned nearly twice as many publications as we borrowed. Sixty of the 1,170 items loaned were photocopies.

For the first time in several years our faculty placed more books on reserve than in the preceding year. But five years ago the number was 4,880 volumes; last year it was 2,711. The availability of relatively inexpensive* paperbound editions must account for much or most of the decline in number of volumes put on reserve, though we cannot rule out changes in instructional methods or curriculum.

Very few rare books have been bought on the Philips fund in the last two years. We have been too busy with building plans, conferences with architects and engineers, moving books, and keeping up with regular orders. We have, however, continued to make good use of the Grundy fund, as Professor Edwin Bronner's report indicates.

Last year the Library contributed 1,500 duplicates and unwanted volumes to the Friends World College, Long Island, N. Y.

The Library received a grant of \$5,000 from the College Library Resources Program of the U.S. Higher Education Act of 1965. This grant, which had to be spent by June 30 although received only a few days before that date, enabled us to buy a microfilm file of the *Philadelphia Public Ledger* from March 1836 to May 1927. We will buy the remainder of the file, to 1934, this year, and then we will have a complete run of this important source of local history.

A smaller grant from the National Science Foundation, accompanied by one from Haverford College, for an African studies program will enable us to add some major reference works on Africa.

One of the most attractive possibilities for libraries nowadays, especially those which want to conserve storage space—and that means all libraries—is the reproduction in microfilm and microcard form of rare books, even of whole collections. A man will turn over half a library to write a book, as Samuel Johnson remarked, but until a few years ago he had to go to one of the great research libraries for this purpose. Today any library, or any library with plenty of money, can

* The treasurer of Simon & Schuster, publishers, tells us that five years hence "inexpensive" paperbacks will cost \$3.95 each (*New York Times*, May 25, 1966, p. 48).

obtain on microprint the entire contents (approximately 26,000 titles) of the *Short-Title Catalogue* of books printed in the British Isles between 1475 and 1640, and of the 90,000 titles in Wing's catalogue of English books printed between 1641 and 1700. These can be had "for peanuts," says the supplier. "Peanuts" means \$1,200 per year for 200,000 pages. To get the complete STC and Wing would take many years, but they would be a magnificent possession which at present we cannot afford. We can and will buy STC and Wing books for which we have special use.

Recently announced was another series, *Landmarks of Science*, the collected writings of more than 300 eminent scientists from antiquity to the present day, as well as over 3,000 additional scientists who have made distinguished contributions. This microprint facsimile totals 3,000,000 pages. It would be of permanent value in such a library as Haverford's. It costs \$10,000 if ordered before December 31, 1966. Not to put too fine a point upon it, I wonder if there is any hope of our buying a copy of this collection? We cannot possibly do so with our regular funds. Will any benefactor interested in the history of science help us? We have a sound course on the subject, taught by Professor Louis Green, and we could therefore make excellent use of *Landmarks of Science*.

LIBRARY FUNDS

"I cannot dig; to beg I am ashamed." Neither contractor nor unions would allow a librarian to take a hand in the digging, but no academic librarian these days can afford to share the steward's fastidiousness about begging. Colleges always need money, and whether the begging is dressed up as "development," "living endowment," "annual giving program" or something else, it is still good, honest begging—for a good, honest cause. We do not complain. A splendid generosity assures us of a fine library building, for which we and our successors will be grateful. Yet funds for adding books and periodicals to that library must be increased too. Some of our endowed funds, I am glad to say, are sufficient for their purposes at the present time. Others are not. The class that causes most concern is that of the unrestricted sums from which we make annual appropriations to academic departments. Last year they enabled us to appropriate \$9,500 to 21 departments. Certain special funds and additional grants were made to departments also, and, of course, many books were bought with general funds, but \$9,500 was the basic amount available for strictly departmental allocations. This was the highest amount for the purpose in our history. It

is not enough. Departmental allocations should be at least twice the amount we can now grant. One department last year received \$453. A new member of this department comes from a neighboring college where his department received \$1,400.

In 1965-66 we spent on books and periodicals a total of \$49,130. This sum includes departmental, interdepartmental, and general purchases; in short, every publication purchased.

Unquestionably the expense of operating the Haverford Library has gone up in the last half dozen years. Unquestionably it will continue to go up, however disagreeable the prospect may be. The price of publications increases every year. For certain indispensable Library of Congress and British Museum bibliographical publications alone we spend at least \$2,500 per year. But, as these reports have tried to show year after year, we have much more, and do much more, as a result of our expenditures. We buy more books and periodicals; the building is open longer; the staff is larger, as it must be if the collections keep growing and additional services are expected. And let it never be forgotten that we have a very important but expensive research library, the Quaker Collection. Few people are fully aware of the time and labor required for that collection alone.

Last year I referred to a report showing that the cost of running a typical university library was two and a half times greater in 1963-64 than in 1953-54. The cost of running the library of a small college does not necessarily rise so much. But remember that the *library* of Haverford College is not nearly so small, compared with those of other colleges, as Haverford's *enrolment* is. Comparison of our collections and services, including the operation of the Quaker Collection, will show, I believe, that our library is operated as economically as good educational policies permit.

Some readers of this report may have seen or heard about an article in the March 1966 issue of the *Bulletin of the American Association of University Professors*, on the cost of library operations. It was written by the librarian of Asheville-Biltmore College, North Carolina, an institution hitherto unknown to me, and it purported to show that professional librarians do too much work that could be done just as well by less expensive staff, i.e. clerks. But at Haverford the proportion of full-time clerks is that of the national academic average; one clerk to one professional. Again, the author denounced the unnecessary labor of checking authors' names found on Library of Congress cards. But at Haverford we accept these names as printed on L.C. cards and do not check; we have not maintained an "authority file" since L.C. cards became available; erasures and changes on L.C. cards are made by clerks. Again, the economy of using L.C. cards just as they come, instead of making cards in the local library, was stressed. But the

Library of Congress, needless to say, does not catalog all new books published throughout the world. At Asheville-Biltmore College, we learn, 99 per cent of the books acquired are ones cataloged by L.C. But at Haverford only 66 per cent of the books acquired are ones cataloged by L.C.; the others we must catalog ourselves. Moreover, in cataloging publications for the Quaker Collection, at least one or two subject entries must be added to a card in order to meet the special conditions of the Quaker Collection. These matters are worth mention, I think, because they illustrate the fallacies of generalizing on the basis of one small library, which happens to be considerably less complex than Haverford's. "Economies" are not quite so simple. The Haverford Library (including salaries) will cost six per cent of the approved College budget in 1966-67. Too much? If anybody really believes this percentage is excessive *for a college of Haverford's character*, he seems to me to have an inadequate notion of the nature of academic education in general and of Haverford education in particular. The *Stanford University Financial Report*, 1965 (p. 4), describing plans for the university's new undergraduate library, says: "The theory of an undergraduate library at Stanford calls for the introduction into a university of the values of a first class college library, *as it is seen in institutions like Haverford*, Hamilton, Williams, or Middlebury" (italics mine, not without a certain satisfaction). A good college and a good library go together; where do you find one without the other? Haverford could not maintain its quality if it did not have a superior library, nor would a superior library exist here if the College's work did not call for one. The two are inseparable.

LIBRARY SERVICES

In last year's report I said of the perennial problem of lost or missing books that the situation was about the same and that we "continue to hope that student opinion will take it seriously." Student opinion was expressed with undeniable seriousness in some articles in the *Haverford News* last November, but the subject was not undergraduate but faculty delinquencies. The articles, based on unauthorized search of Library records, asserted that certain professors abused Library privileges by keeping too many books far too long—in some cases for years. "A bad situation exists," the *News* warned.

If any person, whether student or professor, keeps books too long and without reason, or does not return them promptly when asked to do so, he does the Library and other members of the College a disservice. While it is true that a few members of the faculty kept books

too long, the situation was exaggerated somewhat by the *News*. Three instructors were said to have taken Library books with them when they moved away from Haverford to new appointments. This was not true; they had returned the books before leaving. What was true was that one professor had 200 volumes charged out. These were not lost, however. He was a very active scholar, writing books and articles, and he was teaching new courses, so naturally he needed many books, though I agree that 200 charged out at one time are too many. I am reluctant to set an arbitrary limit to the number of volumes an instructor may have at one time. And it must be pointed out that when an instructor has books we always know where they are, for faculty members invariably sign cards for the books they take out. Common sense and periodic checking of the record should be sufficient to keep the matter under control. Our practice is to send each faculty member a list, in early June, of which books are charged to him, asking him to return those he no longer needs and to recharge those he wants. Of course the books he has are subject to recall if somebody else needs them.

I am sorry to say that there are graduates who still owe us books and do not respond to requests for them. (One of these graduates has contributed to Annual Giving but will not return books charged to him; an odd sort of loyalty.) Also we had to threaten legal action last term to force a borrower (not a Haverfordian) to pay for 15 volumes he had borrowed three years earlier when a student at another college. Such problems occur every year in every library. In my opinion we have no more than our share of them, despite the liberality of our policies. This is not to deny that as the number of users grows, we may have to take sterner measures than the ones now in force.

A student committee in a neighboring college has made an effort to bring about some method of easier access to suburban academic libraries by students. The committee suggested the possibility of an "intercollegiate library card" which would, in effect, give borrowing privileges in any and all suburban academic libraries to students from any college or university in the area. I fear this scheme might be an administrative nightmare and that, however well intended, it would produce more difficulties than advantages. Nevertheless, it is interesting as a sign, however faint, of what may some day be realized.

"Area cooperation" does exist in various useful forms and is being constantly studied by library associations. One of our staff, Mrs. Suzanne Newhall, science librarian at Stokes Hall, contributed to this subject an article on "Science Library Cooperation in Three Colleges," which appeared in the *A.L.A. Bulletin*, April 1966, pp. 380-81. This article describes the alphabetical listing, by subject matter, of scientific and

technical serial publications held by Haverford, Bryn Mawr and Swarthmore libraries. This file was compiled three years ago by Mrs. Newhall and has proved useful to scientists in the three colleges.

In my report for 1964-65 I referred to the need for a duplicating machine to print non-L.C. cards. We solved this problem, temporarily at least, by having duplicate cards made by a Xerox service. This saves a vast amount of time.

Another, though minor, problem which took the academic mind a long time to solve was that of getting and sending books to and from the Bryn Mawr Library. The hourly bus service for students of the two campuses which was instituted this fall has resolved this problem.

Statistics appended to this report state for the first time that works furnished in Interlibrary Loan include photocopies (usually Xerox). Sending photocopies of articles instead of mailing the bound volumes saves time and trouble and reduces the risk of damage to the books. Another advantage is that the photocopies purchased via Interlibrary Loan can be kept in the borrowing library's collection.

Because the documents in our Quaker, Roberts, and other special collections are now better known to scholars—thanks to published catalogs of materials in these and other American collections—we receive more frequent requests for copies or excerpts. For example, the editor of the papers of Henry Laurens, to be published by the University of South Carolina Press in 12 volumes, found 15 letters and other documents by Laurens, and others by his sons, in our collections. In acknowledging the help received here the editor comments that "Your Roberts Collection is truly a magnificent assemblage of manuscripts and it is most helpful to scholars who use the collection to see the fine card index to it that has been prepared." Another scholar wanted to know if we had any letters by Princeton presidents. He learned that the Roberts Collection includes letters by at least half a dozen Princeton presidents, beginning with Aaron Burr, Sr., who in a letter of February 1757 writes unmistakably like a president: "We shall want more money soon." Among other letters is an indignant one from President Samuel Stanhope Smith, June 1793, informing a parent of the outrageous conduct of his son who, after being dismissed from Princeton, challenged another student to a duel and then assaulted him. Another Princeton president, Woodrow Wilson, writing to J. Stoddell Stokes about Isaac Sharpless, January 1913, says, "It is always a pleasure to pay tribute to the work of Haverford College."

These are merely a few samples of the numerous inquiries we receive. I hope that some day we can publish a volume of the most interesting letters in the Roberts Collection. The wealth of this collection is greater than most persons realize.

OTHER LIBRARY ACTIVITIES

Since the construction project compelled us to move periodical racks into the North Wing, and staff into the Treasure Room and Rufus Jones Study, and to install temporary shelving in the area near the card catalog, we have no room for exhibits these days. This was a particularly inconvenient situation in April, when we wanted to exhibit the amusing illustrated notebooks made during his student days here by Maxfield Parrish '92, the distinguished artist who died last spring. His chemistry notebook of 1890 is well known to older Haverfordians. An article on it and its whimsical drawings appeared in the *Philadelphia Inquirer*, April 3, 1966. Curiously enough, we own another and even more valuable notebook showing the triumph of art over science. This is Robert Louis Stevenson's trigonometry notebook which he kept in his student days. Theorems are duly set down, but R.L.S. tires of them rather often and covers the pages with verse instead. Accounts of this notebook have been published by Professor Edward D. Snyder and others.

The Library Associates held three successful meetings during the year. In November, Professor Milton C. Nahm of Bryn Mawr College gave an illustrated lecture on "Art as Making and Creating." This was followed in March by an entertaining travelogue, "European Libraries," by Dr. Emerson Greenaway, director of the Free Library of Philadelphia. At the May meeting the speaker was Professor Samuel N. Kramer of the University of Pennsylvania Museum, who spoke on "Solomon's *Song of Songs* and the Sumerian Love-Songs." All meetings were held in Stokes Hall, as will the ones in 1966-67; thereafter, the enlarged Treasure Room will be the meeting place.

Membership cards are now issued to the Library Associates. These will serve as identification at the circulation desk. Any member who may have failed to receive a card should write to Mrs. Marian Boben, Haverford College Library. Members of the Library Associates are always welcome to use the Library and to borrow books.

The lecturer in the 1965-66 Haverford Library Lecture series, delivered in November under the auspices of the Mary Farnum Brown Fund, was Dr. T. F. Driver, associate professor of Christian Theology at Union Theological Seminary, New York. His topics were "Romanticism and Irony in Modern Drama" and "Tragi-Comedy Since Chekhov and Its Theological Significance."

STAFF

I regret to report the resignation of two members of the professional staff. Mrs. Marjorie Davis left at the end of the fiscal year after serving for six years as administrative aide in the Quaker Collection. In addition to cataloging, she did much to re-organize and expand procedures for handling the routine work and the increasing number of acquisitions and inquiries. As a result we are able to cope with the work better than we could a few years ago. Mrs. Davis is now librarian of the newly organized Montgomery County (Pa.) Community College. It is pleasant to add that accession No. 1 in that new library is a gift from the Haverford College Library, *Art Work of Montgomery County* (Chicago, 1896). I trust that these two facts signify the inauguration of a long period of cordial relations between the two institutions.

Mrs. Winifred J. Campbell resigned in June and has joined the staff of the Harvard University Library. Mrs. Campbell was a cataloger and also served at times as the librarian's secretary.

Mrs. Marian Boben, library assistant, was granted a leave of absence for 1966-67 in order to complete work for a Library of Science degree at Drexel Institute of Technology. She will continue to serve as secretary-treasurer of the Library Associates during her leave of absence.

Mrs. Rhonda Ovedoff, B.A. and Dip. L.S., University of the Witwatersrand, South Africa, joined the staff as part-time cataloger in January 1966. Mrs. Sylvia Schnaars, B.A. Ohio Wesleyan University, and Miss Elizabeth Draper, B.A. Beaver College, were appointed to the clerical staff in September 1965 and January 1966 respectively. Two other appointments to the clerical staff, made in the previous fiscal year, should have been included in my last report: those of Mrs. Constance Gallimore, B.A. Allegheny College, and Mrs. Rae Rieger.

In order to enable us to assess and review staff operations better, a report listing in detail every employee's work was prepared last spring by Mrs. Ruth Reese, assistant librarian. This report, which also shows how our staff compares in size with those of some neighboring libraries, should be helpful to us in making appointments, planning for the administration of the enlarged Library, and in other ways.

As librarian I have been anxious to clarify working conditions, improve others, and introduce certain changes. For instance, we need but do not have a published salary scale. Present employees deserve, and prospective employees insist on, information about minimum and maximum salaries. Such things have too long been left to informal or

semi-formal understandings. They must be made definite and official. With the cooperation of the comptroller I have resumed efforts to accomplish this, and I hope that we shall be able to report success before long. In competing with other libraries for staff we have certain advantages to offer; on the other hand, we do not have some of the "fringe benefits" so common elsewhere—increasingly common, I may add, for non-professional as well as professional workers. I am well aware that harping on such subjects in these reports becomes tiresome. They are important, however; they have not been resolved; they ought to be resolved properly and promptly; and therefore I intend to persevere in contumacious iteration.

GIFTS

Gifts to the Library building fund are not included here but are reported elsewhere.

The Literary Society Foundation, New York, generously contributed \$150 for purchase of works on German literature.

Gifts for purchase of works on history were received from Mrs. Catherine Drinker Bowen, Stephen Sarnoff '58, and Marc Wedner '60 (in memory of David Rondthaler '60). Other welcome gifts for purchase of books or periodicals were received from Mr. and Mrs. Richard Foster and Dr. Elizabeth Forter.

The Library received 225 volumes on British history from Mrs. Conyers Read, and 350 volumes, many of them on Italian subjects, from Aldo Caselli. Sigmund Spaeth '05, well known to the public as a writer on music, left the Library about 1,500 volumes on music.

John Jacob Enck '43, professor of English at the University of Wisconsin, who died suddenly last spring, bequeathed his valuable library of 1,200 volumes on English literature, mainly Renaissance and twentieth century, and 175 recordings, to the Haverford Library. Dr. Enck was a brilliant scholar who had done important work on Jacobean drama and modern poetry and who would undoubtedly have produced other contributions to literary history and criticism. Each of the volumes left to us will bear a special bookplate as a memorial to this scholar, whose death is deeply regretted by his friends in Haverford.

Albert Savage '25 contributed \$1,000 for furtherance of the study of English history, in memory of Howard Levi Gray. This gift was used mainly for purchase of books.

From Dr. and Mrs. S. Emlen Stokes we received a fine copy of Nicholas Rowe's edition of Shakespeare, London, 1709, for our rare book collection. After the four seventeenth-century folios, Rowe's

edition was the next to appear, and in several important respects it was the first scholarly edition of the plays. We already had the four seventeenth-century editions; the copy of the Rowe edition will complement those.

From Lessing J. Rosenwald we received three beautiful and valuable volumes on William Blake, in honor of the eightieth birthday of James P. Magill '07.

Other gifts of funds, books, pamphlets, or Haverfordiana from the following donors are acknowledged with thanks:

Alumni: Reginald E. Allen '53; James Andrews, Jr. '33; John F. Blair, Jr. '62; Norman S. Brous '42; Warder H. Cadbury '49; John Dixon '53; Peter Donchian '21; John A. Fust '42; Peter Lande '52; James P. Magill '07; Alan H. Raphael '66; Charles A. Robinson '28; Fritz Rudiger '27; Albert E. Savage '25; Charles C. Sellers '25; Frederic C. Sharpless '00; Arthur Silver '27; estate of Sigmund Spaeth '05; Jonathan M. Steere, Jr. '38; Herman K. Stein '05; S. Emlen Stokes '14; Frederick H. Strawbridge '87 (given posthumously by his son, Edward R. Strawbridge); Tadashi Susuki '65; Charles M. Tatum '28; Harold S. Thomson '43; W. Wyclif Walton '24; David L. Wilson '33; R. Bayly Winder '43; Stacy B. C. Wood, Jr. '55.

Haverford faculty: John Ashmead, Jr.; Hugh Borton '26; Edwin B. Bronner MA '47; Henry J. Cadbury '03; Howard Comfort '24; John P. Chesick; William C. Davidon; John H. Davison '51; P. C. DuBoff; Harvey Glickman; Louis C. Green; Theodore B. Hetzel '28; Holland Hunter '43; John A. Lester, Jr. '37; Wallace T. MacCaffrey; Colin MacKay; Sidney Perloe; George Salamon; Howard M. Teaf, Jr.

Individuals: H. Vance Austin; Donald H. Albright; Clay J. Anderson; Paul S. Avsenew; Edna Sarah Beardsley; Jay W. Beede; E. J. Benge; Mrs. I. Edward Block; Harold Bloom; Mary G. Cary; Aldo Caselli; Mrs. Nigel Cholmondeley-Jones; Percy H. Clark, Jr.; Robert C. Clothier; Mrs. E. Daul; Thomas E. Drake; Mrs. Henry S. Drinker; David P. Eastburn; Gertrude S. Ely; Mark Emerson; David V. Erdman; Joseph Gildea; Mrs. Frederick R. Griffin, Jr.; A. T. Haakinson; John Haberman; C. A. Henry; John Hick; Libby Holman; Mr. and Mrs. Charles G. Hooks, Jr.; Mary Hoxie Jones; Orin L. Keener; Henry Klein; Anthony Kooiker; H. Gates Lloyd, III; Mrs. Dean P. Lockwood; Ira S. Marks '69; W. A. Mueller; Malcolm Muir, Jr.; Edwin Mumford; Frederick Palmer, Jr.; Mrs. Arthur E. Pew, Jr.; Amy Post; Nathan Pressman; Mr. and Mrs. C. E. Rickards; Adam Roberts; Lessing J. Rosenwald; Arthur Sarnoff; Sol Satinsky; Mrs. Alfred G. Scattergood; William E. Schenck; Joost Smit Sibinga; estate of Maurice and Vera Sterne; William C. Stokoe, Jr.; Shirley Stowe; John W. Streeter; Robert A. Swift '68; William Howard Taft, III; Edith Comfort Tatnall; Nora

B. Thompson; Elizabeth Stanley Trotter; Mrs. Ray F. Turner; Charles E. Wightman; Louise Winfield.

Foreign governments and agencies: French Embassy, Australian News and Information Bureau, Belgian Government Information Center, British Information Services, German Information Center, Information Service of India, Intourist, Japan Information Service, Permanent Mission—State of Kuwait, South African Foundation, Swedish Information Service, Permanent Mission of Thailand to the United States.

United States government, state and local agencies: City of Chicago, Federal Reserve Bank of Boston, Federal Reserve Bank of Philadelphia, Library of Congress (Public Law 480), Montgomery County (Pa.), New York State, Commonwealth of Pennsylvania, U. S. Economic Coordinator for CENTO Affairs.

Foundations, Institutions, Societies, etc: Academic Fellowship, American Academy of Political and Social Science, American Council on Education, American Federation of Labor-Congress of Industrial Organizations, American Friends Service Committee, American Humanist Association, American Institute of Architects, (Philadelphia chapter), American Medical Association, American Petroleum Institute, Association of American Railroads, British Travel Association, Bryn Mawr Club of Philadelphia, Bucknell University, University of California, Columbia University, Conference on Savings and Residential Financing, William and Noma Copley Foundation, Cosmopolitan Club, University of Delaware, Dublin University, East-West Center, Educational Testing Service; Maurice and Laura Falk Foundation, Foundation for Foreign Affairs, General Education Board, George Washington University, John Simon Guggenheim Memorial Foundation, Health Insurance Institute, Hope College, Institute for International Studies, Institute of Life Insurance, Calvin K. Kazanjian Economics Foundation, Lafayette College, Presidential Inaugural Committee, Robert Owen Lehman Foundation, Main Line School Night Association, University of Michigan, Milbank Memorial Fund, University of Minnesota, Moral Re-armament, National Association of Manufacturers, National Planning Association, National Science Foundation, New Asia College, Newcomen Society, New York Academy of Sciences, Northwestern University, Palestine Exploration Fund, University of Pennsylvania, Pennsylvania Economy League, Pennsylvania State University, Planned Parenthood Federation of America, Princeton University, Saint Bonaventure University, Alfred P. Sloan Foundation, Smith College, Smithsonian Institution, Susquehanna University, Syracuse University, Universidade de Sao Paulo, Utah State University, Vassar College, University of Virginia, The Wings Club.

Industries, etc: Banco Central de Costa Rica, Bell Telephone Company of Pennsylvania, Blaisdell Publishing Co, CIBA Pharmaceutical Products, Farrar, Straus and Giroux, First National Bank of Santa Fe, Generation Press, Hang Seng Bank Ltd., Leeds Music Corporation of America, University of Massachusetts Press, Mutual Benefit Life Insurance Co., New York Stock Exchange, Runge Press Ltd., Sinclair Oil Corporation, United States Savings and Loan League, Vantage Press, Verlag Zeit Im Bild, Xerox Corporation. ☐

CRAIG R. THOMPSON

Librarian

LIBRARY STATISTICS

1965 - 1966

Growth of Collections

Total number of volumes (as of June 30, 1966)	249,592
Number of volumes added in 1965-66	
By purchase	4,395
By gift	1,260
Government depository	258
Quaker Pamphlet Collection	865
Total	6,778
Number of books discarded	330
Total	6,448

Circulation

Faculty and staff borrowings	3,953
Students	13,185
Outside borrowers	8,455
Total	25,593
Books charged out to carrels	1,800
Total	27,393

Reserve Book Room

Books put on reserve	2,711
Reserve book circulation:	
Library use	12,864
Overnight	2,513
Total	15,377

Interlibrary Loan

Borrowed	656
Loaned (including photo copies)	1,230

Report of the Curator of the Quaker Collection

1965-1966

Throughout their entire history, members of the Religious Society of Friends have had an almost child-like faith in the efficacy of the printed word. The first generation of Friends issued tracts, broadsides and full-length volumes by the hundreds. Whether they were free or imprisoned, they kept numerous printers busy releasing new printed works. They were known as "Publishers of Truth" for good reason. In the Quaker Collection we have more than 4,000 tracts and books published by Friends or their opponents before 1700, but many of them are different editions or printings of the same title. Hugh Barbour in *The Quakers in Puritan England* (New Haven, 1964) suggests that Friends had published 2,750 separate titles by 1715.

During the summer of 1966, the curator visited the Cape May Conference, the sessions of the Friends United Meeting at Richmond, Ind., and several yearly meetings, and it is apparent that Quakers have not lost that optimistic faith in the power of the printed word. Each time he returned to Haverford from one of these Quaker gatherings he brought numerous tracts, pamphlets, and even small books from one Friendly source or another. The most stimulating publication is *Quakerism: A View from the Back Benches*, which makes some "Outrageous Proposals" about the future of Friends. From the sessions of the Friends United Meeting came a score or more new publications including the opening address entitled *A Search for Identity*, by Lorton Heusel, who was named the new general secretary of the Friends United Meeting, as of 1967.

North Carolina Yearly Meeting has been active in recent years in the publication of pamphlets and the same is true of the yearly meetings in the Evangelical Friends Alliance. New journals appear from time to time and they must be collected and added to the Quaker Collection. Last year a publication, *News: Quaker Style*, appeared, and this year Earlham College has initiated a new journal, *The Earlham Review*. The organizations which Friends maintain, such as the American Friends Service Committee, issue many works each year, including special studies such as the one entitled *Peace in Vietnam: a new ap-*

proach in Southeast Asia. Preparations for the Fourth Friends World Conference, to be held at Guilford College in the summer of 1967, has resulted in several printed items. The curator was guilty of adding to this avalanche of Quaker publications by editing *American Quakers Today* in preparation for the conference.

Fortunately, much of the material coming into the Quaker Collection can now be handled inexpensively in our Pamphlet Collection. This collection, filed into manila folders and cardboard boxes, with brief index cards in a separate card catalog, makes it possible to preserve much material we could not afford to catalog in the conventional manner. This collection includes newspaper clippings, pictures, references to articles in journals, and other helpful information, in addition to pamphlets. We added some 800 items to the Pamphlet Collection during the past year. We also placed cards in the main catalog of the Library calling attention to material in the Pamphlet Collection.

Many of the new items needing to be fully cataloged can be handled through the use of Library of Congress cards, which is relatively inexpensive, but other Quaker publications do not reach the Library of Congress, and a staff member must do original cataloging. A number of the older items we add to the Quaker Collection are different editions of publications, and sometimes they can be handled easily, but we often find that earlier cataloging was faulty, and much work must be done to correct former mistakes. Sometimes older items may be cataloged by adapting Library of Congress cards, but we must completely catalog a substantial number of the older things we add through gift or purchase. Much of the Quaker material which comes from overseas must be completely cataloged, although many items can now be placed in the Pamphlet Collection.

We were sorry to lose the services of Mrs. Marjorie F. Davis who spent six years as a professional librarian and administrative assistant to the curator. She has left Haverford to become librarian for our newest sister institution of higher education, the Montgomery County Community College, which opened in the fall of 1966 in Conshohocken, Pa. Mrs. Davis provided much leadership in the professional development of the Quaker Collection during her tenure, especially in the cataloging of manuscripts, the creation of the pamphlet collection, and the project to re-catalog old acquisitions. She will be sorely missed at Haverford, but we wish her well in her new responsibilities where she will be creating a library for this new institution. We have not yet found her successor, but hope to fill the position in the near future. The other members of the staff which began to work together in 1962 continue as before.

Dr. John J. Stoudt '33 resigned his position as research associate in religious history in mid-year when he was named professor of philos-

ophy at Kutztown State College and chairman of the department. Mary Hoxie Jones has continued as research associate in Quaker studies and has worked steadily on several research projects. She has been invaluable to three scholars who were delving into the papers of Rufus Jones. The two T. Wistar Brown Fellows for 1965-66, Errol T. Elliott and William P. Taber, Jr., were welcomed by the Quaker Collection staff and the College community. William Taber continued his research and writing on the history of Conservative Friends. He shared with Young Friends on the Haverford and Bryn Mawr campuses, led a series of religious dialogues in the Haverford Meeting, and contributed a chapter to *American Quakers Today*. During the current year he is serving as a "Released Friend" with Ohio Yearly Meeting (Conservative) as the first paid worker of that body. Erroll Elliott spent a number of weeks at Haverford doing research on his study of the Westward Movement of Friends. He used the balance of the year to carry on research in other parts of the country, financed by other grants, and returns to Haverford for a period in the college year 1966-67, to begin writing his book. The college made no effort to find another T. Wistar Brown Fellow for the current year because of the crowded conditions and problems which will exist during the building of the additions to the Library.

The Quaker Collection and the other manuscript and rare book materials in the Treasure Room continue to draw a growing number of scholars, both through correspondence and personal visits. Written inquiries, which come from all over the United States and overseas on a great variety of subjects, are time consuming. At least some research must be done on each query before a reply can be made. Often the scholar desires xerox or microfilm copies of manuscripts or rare publications, and it takes additional time to respond to such requests. We usually tell a scholar to come in person to do the research if the query would take several hours to answer.

Sometimes we make exceptions for what we regard as good reasons. At the time of the writing of this annual report a query came from California about a statement attributed to Rufus Jones by Harry Emerson Fosdick in his volume, *Rufus Jones Speaks to Our Time*. The answer could only be found by skimming through 10 years of the periodical, *Evangelical Friend* (1905-1914). As we are the major repository of material about Rufus Jones and also have the only complete set of this publication, we decided, because of the distance involved, to attempt to find the answer. The query was: did the editors of the *Evangelical Friend* use red ink in printing their editorials in order

to emphasize their criticism of Rufus Jones? We concluded that the question should be answered in the negative.

Some visiting scholars breeze into the Treasure Room, ask to see a few things, and they are off to the next library, while others come and settle down for weeks or months of research. We enjoyed the genial companionship of Father Augustine J. Caffrey, S.J., who spent several months studying Rufus Jones and the Catholic mystics. He is preparing a doctoral dissertation at Catholic University. Philip S. Benjamin '54, in the history department at Dartmouth, spent many weeks reading Quaker periodicals as well as family papers, while completing his study of Quaker social concerns at the turn of the twentieth century.

On one day in October 1965, there were nine research workers in the Treasure Room; but this was most unusual. However, there are generally one or two scholars working on our manuscript and rare book material. They come from England, Canada, and various parts of the United States, including California, Florida, New England and the Middle West, as well as from the Middle Atlantic region. Once more we will list some of the research topics of these visiting scholars: American Religious History and Rufus Jones; Joshua L. Baily (1826-1916); Anthony Benezet (1713-1784); George Fox (1624-1691); Friends and Foreign Policy; Friends and Indians; Friends' Architecture; Elizabeth Fry (1780-1845); Thomas Garrett (1789-1871); Emily Howland (1827-1929); Inter-colonial Relations of Friends to 1750; Rufus M. Jones (1863-1948); London Yearly Meeting Records (Microfilm); Maxfield Parrish (1870-1966); William Penn (1644-1718); Quakers and Catholic Mystics; Quakers and Politics; Quaker Books, Seventeenth Century; Quakers in Virginia; Quaker Journals, Eighteenth Century; Quaker Portraits; Quaker Social History, 1865-1920; Ranterism; Logan Pearsall Smith (1865-1946); Westward Movement of Friends; Wilburite Friends; John Greenleaf Whittier (1807-1892); John Woolman (1720-1772).

The previous annual report of the curator described in detail the decision of Philadelphia Yearly Meeting in 1965, to divide the archives at 302 Arch Street between the Friends Historical Library at Swarthmore and the Quaker Collection. It was agreed that archives would not be moved to either college until the completion of new library facilities, but, in the meantime, the microfilming of records has moved ahead steadily. As the microfilming is completed a copy has been deposited in each library, and thus the material will be available in each place even though the original manuscripts are divided between the Quaker Collection and the Friends Historical Library.

Work on the "Dictionary of Quaker Biography" compiled by William Bacon Evans has continued. Frances Taber worked steadily

during the year on editing and typing the material, and completed the first five letters of the alphabet, through letter E. The material she typed has been interleaved with the biographical material compiled in the Friends Library in London, and carbon copies of her work were carried to London by various persons. She estimated that there are 6,000 names in the collection, and the project is now one-third completed. We are continuing the editing of the biographical dictionary and hope to receive additional gifts in support of this special project. We have appreciated the contribution of the trustees of the Thomas H. and Mary William Shoemaker Fund, who made special grants for this project during the year in addition to their usual generous support of the Quaker Collection staff.

Anna Cox Brinton edited a Pendle Hill Pamphlet entitled, *The Wit and Wisdom of William Bacon Evans*, which included the stories and expressions of appreciation for him which were gathered by the Quaker Collection after his death. This delightful essay, which captures the spirit of a unique twentieth century Quaker, contains many references to William Bacon Evans' years on the Haverford campus.

Once more we have added many books, manuscripts and family papers to the Quaker Collection during the year. Three of these deserve special mention, others are noted briefly under Special Acquisitions, and all our donors are listed at the end of this report.

The Leeds family issued a number of almanacs early in the eighteenth century, and, indeed, Daniel Leeds (1652-1720) prepared his first almanac in 1687. His two sons, Felix and Titan Leeds, continued the family project. This year we received as a gift from Margaret Leeds Nicholson (Mrs. Stanley O. Nicholson) a copy of *Titan's New Almanack For The Year of Christian Account 1729*, printed and sold by William Bradford, 1729. The pages are unnumbered, but it was found that one sheet, or two pages, had been torn out, by comparing this copy with one in the Library of Congress. It was also found that the Haverford copy has material near the end of the almanac which is not in the Library of Congress item. We are delighted to add this issue to the other Leeds almanacs in the Library.

Fortunately we were able to add one more item to our collection of promotional literature issued by William Penn and others, to advertise the "Holy Experiment" in Pennsylvania. This was a copy of the first printing of the *Geographical Description of Pennsylvania* by Francis Daniel Pastorius (Franckfurt and Leipzig, 1700), printed in German to attract new settlers from the continent of Europe. This rare volume, purchased at auction in New York, was paid for from the Joseph R. Grundy Foundation grant, as were many other important purchases during the year.

In November 1965, a book dealer sent us as a gift a Quaker letter, written by Joseph Tallcot, 1768-1853, of Cayuga County, N. Y. Our letter of thanks led to the offer of an additional packet of Tallcot family papers for \$10. When we had examined this group of letters we decided that they were worth \$50, and told the dealer of our decision. He was grateful, and forwarded another 500 letters from the same source which we purchased at a reasonable price. This group of eighteenth and early nineteenth century Quaker letters, including many from prominent Friends of Philadelphia, New York, and New England yearly meetings, makes an important addition to our manuscript material. □

EDWIN B. BRONNER

Curator of the Quaker Collection

SPECIAL ACQUISITIONS

Papers related to American Quakerism in the 1920's and 1930's, and especially the All American Friends Conference at Oskaloosa, Iowa, in 1929, from the archives of the American Friends Service Committee.

Henry J. Cadbury '03 has been invaluable to the staff of the Quaker Collection in many ways. Once again he has given us many things, including a copy of his manuscript on the history of Quakers in Jamaica (microfilm).

The Charter of the Female Society of Philadelphia for the relief and Employment of the Poor (1815) was added to other papers of this organization on deposit in the Quaker Collection, by Mrs. Howard Comfort.

A number of the writings of western evangelical Friends, such as Edward Mott (1866-1955) and William P. Pinkham (1841-1919), were received from Myron Goldsmith, Blaine G. Bronner, and Margaret G. Carter.

Letters from John Wilbur (1774-1856) to William Hodgson, Jr. (1804-1878), dated 1840-1854, from Edith Albertson Greene.

A collection of epistles from London Yearly Meeting to Philadelphia Yearly Meeting, 1730-1827, from Haddonfield Monthly Meeting, through Viola B. Marshall.

The papers of the Germantown Employment Society, a Quaker related organization founded in 1866 or 1867, and maintained by Friends women, were deposited by Mrs. Elayne H. Haines and Mrs. Francis Joseph Stokes.

Records and material concerning the Joint Committee of the Society of Friends for Montgomery and Bucks Counties, from Faith Hastings. This was one of the committees which worked toward the uniting of the two Philadelphia yearly meetings.

Papers of the Kite family, 1820-1867, especially letters of James Kite about the anti-slavery question, 1840-1849, from Mrs. Wray B. Hoffman.

Records of Ministers and Elders of China (Maine) Preparative Meeting (1860-1877), and of the Corresponding Committee of China Monthly Meeting (ca. 1850-54), from Marion E. Jones.

Wilmer G. Mason, who has studied the Penn-Mead trial and related efforts to establish civil liberties, gave us microfilms of a number of the tracts and documents he has used in his research.

Papers related to Friends in Japan, including correspondence of Inazo Nitobé (1862-1933), from Esther B. Rhoads.

Papers of the Akroyd [Ecroyd] and Snowdon families, and a letter-book of Rebecca Jones (1739-1817) were given by Dr. Jonathan E. Rhoads '28.

Elizabeth Gray Vining has given her manuscript of her book, *Rufus Jones, Friend of Life*, as well as her correspondence with many persons while preparing the volume, including an interesting exchange with Herbert Hoover.

Journal of an anonymous Friend during the Civil War period, 1864-65, from Whittier College (xerox copy).

NOTABLE PURCHASES

Letters of Bernard Barton (1784-1849), Mary (Botham) Howitt (1799-1888), and William Howitt (1792-1879), English Quaker writers, and two manuscripts of Mary Howitt.

Eighteenth century maps of Cumberland, Lancaster, Westmorland and York counties, England, especially pertinent to John Woolman's travels in that area in 1772.

[Benjamin Franklin] *a memorial of the Case of the German Emigrants settled in the British Colonies of Pennsylvania, and the back Parts of Maryland, Virginia* (London, 1754).

Copies of diaries of Stephen Wanton Gould (1781-1838), New England Friend, deposited at Cornell University (microfilm). Others of his diaries are in the Quaker Collection.

A letter written by Herber Hoover on February 14, 1921, to solicit funds for the child feeding in Germany. (The original correspondence between Hoover and Rufus Jones about Quaker aid in the child feeding is in the Quaker Collection.)

A hand-written broadside addressed to Governor John Evans in 1704, and signed by Philadelphia Mayor Griffith Jones. The letter was written to protest the creation of a militia, and to oppose the usurping the power of the courts of Philadelphia.

Letters of Lindley Murray (1745-1826), Pennsylvania-born Quaker author of textbooks in England which were also used in America.

Francis Daniel Pastorius (1651-1719), *Geographical Description of Pennsylvania* (Franckfurt and Leipzig, 1700), see notes above.

A rare map of Pennsylvania in 1775, "from the late map of W. Scull, printed in three sheets (London).

William Smith (1727-1803) *An answer to Mr. Franklin's Remarks on a Late Protest* (Philadelphia, 1764).

William Smith (1727-1803) *A brief state of the Province of Pennsylvania* (London, 1755).

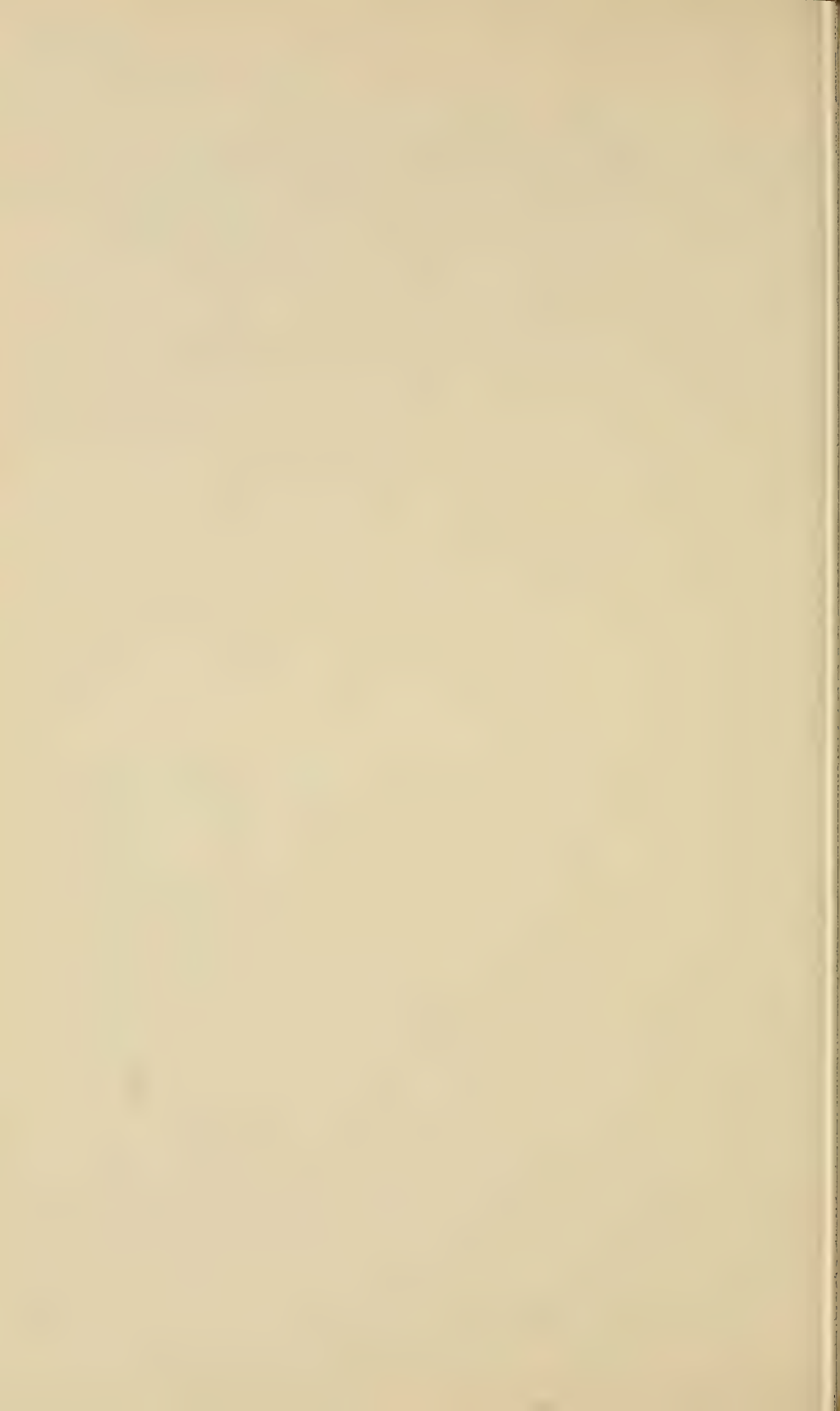
Papers of the Tallcot family, and especially Joseph Tallcot (1768-1853), see notes above.

Records of the William Penn Charter School, founded in 1689 (microfilm).

LIST OF DONORS

Academic Fellowship, American Friends Service Committee, Mrs. B. Franklin Blair, Book Association of Friends, Hugh Borton '26, Arthur H. Brinton '30, Blaine G. Bronner, Edwin B. Bronner '47 (MA), estate of Emma Cadbury, Henry J. Cadbury '03, Kenneth Carroll, Margaret E. Carter, Mary Cary, Joseph Chapman '23, Mrs. Nigel Cholmondeley-Jones, Elizabeth Abbott Christ, T. Eugene Coffin, Norwich Union Insurance Group (England), Charles Deakin, Lindley R. Dean, Thomas E. Drake, Harvard University Library, Gordon Ellens, Friends General Conference, Rose Art Museum of Brandeis University, Myron Goldsmith, Edith A. Greene, Mrs. Frederick R. Griffin, Jr., Haddonfield Monthly Meeting, Robert L. Haines '26, George C. Hardin, John V. Harrison, Faith Hastings, Theodore B. Hetzel '28, Mrs. Wray B. Hoffman, Wayne E. Homan, Japan Committee of the Religious Society of Friends, Mrs. A. Waldo Jones, Marion E. Jones, Mary Hoxie Jones, Norman Kane, R. Ernest Lamb, Robert W. Leeds '23, Mrs. Dean P. Lockwood, Margaret Taylor MacIntosh, Wilmer G. Mason, T. W. Matthews, Howard Meroney, Edith DeCou Nicholson, Lindsley H. Noble, Mrs. Howard Comfort, Eleanor B. Parrish, Helen Perkins, Elizabeth E. Price, Thornton W. Price, Curt W. Regen, Esther B.

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REPORTS
of the
PRESIDENT
and
TREASURER

HAVERFORD COLLEGE BULLETIN — 1965-1966

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REPORTS of the PRESIDENT
and TREASURER

1965 - 1966

Haverford College, Haverford, Pa.



REPORT of the PRESIDENT

PRESENTED AT THE ANNUAL MEETING OF THE CORPORATION OF
HAVERFORD COLLEGE, OCTOBER 18, 1966

ANYONE connected with higher education in the 1960's realizes that the ability of any institution to adjust to the needs of the times and simultaneously to retain and develop its most distinctive qualities is the hallmark of a superior college or university. Haverford College has endeavored to achieve these objectives in the past years.

ACADEMIC PROGRAM

IN last year's *Report* I referred to several new educational opportunities that were available to our students. These included more effective and extensive cooperation with Bryn Mawr, and the so-called Flexibility Program which allows students to ask the faculty that special exceptions be made to the normal requirements for graduation if such exceptions can be shown to meet the special goals and needs of the student. I also mentioned the beginning of what we refer to as the Post-Baccalaureate Fellowship Program.

Notable and significant strides have been made in all three of these areas. Perhaps the most eloquent indicator of the increase in two-college cooperation is shown by a comparison of total student registrations for courses off campus. For example, in the fall of 1965, there were 123 Bryn Mawr registrations at Haverford and 75 Haverford registrations at Bryn Mawr. This semester, the comparable figures are 178 and 213, respectively, an increase of 44 percent in Bryn Mawr registrations here and 284 percent in Haverford's registration there. In short, this means the students are taking advantage of such things as the federated economics departments, the joint offerings in sociology, Russian and other departments. Haverford is also strongly indebted to Bryn Mawr for its offerings in such fields as Spanish and fine arts. Further proof of the encouragement toward inter-college cooperation is the operation of the two-college bus which makes 12 round trips daily.

As for the program of Academic Flexibility, whereby exceptions

to any of the academic regulations may be approved by a special faculty committee if it is believed that such action will promote the student's best intellectual growth, 26 students presented special arrangements for meeting various specific requirements for graduation. A majority of these requests were approved by the committee, some of them were slightly modified or not considered within the committee's jurisdiction, and about one out of five were rejected. Several students sought special recognition for intensive, individual study or research, one for early graduation and another for a special program of study in Germany. In fact, from last year's experience it is clear that if a good student presents a well thought-out case for an exception to the normal requirements for a degree, this request will be given careful consideration by the faculty's Academic Flexibility Committee, and that an increasing number of creative programs are likely to be presented to it in the future.

Through the Post-Baccalaureate Fellowship Program launched last year, 10 graduates with unusual abilities who expect to become college teachers, yet with gaps in their preparation, spent a post-graduate year at either Oberlin, Bryn Mawr or Haverford. Thanks to the generous grant in December 1965 of \$450,000 from the Rockefeller Foundation for this program for a three year period and the able leadership of William E. Cadbury, Jr., who resigned his position as dean of the College in February 1966 to become its director, the program is now in full swing. Thirty-four post-baccalaureate Fellows are now attending Bryn Mawr, Oberlin, Knox, Swarthmore and Haverford; 14 of them are studying with us. Each Fellow selects the college whose curriculum best suits his or her needs and takes such courses in his major field as will be of the greatest help. A grant just received this month from the Josiah Macy, Jr., Foundation for fellowships, preferably for premedical women students, will permit adding 10 more Fellows to the program for the next three years. From the beginning, it was expected that Haverford would have special summer courses for the Fellows and plans are currently being developed for offering such subjects as advanced composition, organic chemistry, cellular biology and mathematics. We are greatly encouraged by the interest of the Fellows in this program, by the contribution they make to our campus life, and by the enthusiasm shown for the whole idea by the various graduate schools which the Fellows expect to attend. Dr. Cadbury is currently visiting campuses and interviewing prospective Fellows for the academic year 1967-68.

ANOTHER significant new educational development which involves other institutions and another part of the world is a natural out-growth of the interests, special qualifications, and experiences of several of Haverford's faculty and students. I refer to our expanded African studies. In the past four years, five African students have attended the College under the African Scholarship Program at American Universities which Archibald MacIntosh helped to inaugurate. Furthermore, from 1962 to 1964 four Haverford faculty members taught and carried on research in Africa: Harvey Glickman in Tanzania, Ira Reid in Nigeria, Philip Bell in Uganda, and Paul Hare in Uganda and elsewhere. Several of our graduates have served in Africa in the Peace Corps, VISA or the YMCA. After his return from Africa, Professor Glickman was appointed director of African studies, and last year developed as the core of the program an interdepartmental social science course in African civilization. This course introduced students to the broad social and cultural changes in Africa. Eight well-known authorities on Africa, including Achkar Marof, ambassador of Guinea to the United Nations, participated in the course as visiting lecturers. Equally important was the fact that the course was held in cooperation with Lincoln University and took full advantage of that institution's competence in African affairs. With the help of a special two-year grant from the Rockefeller Foundation for the expansion of this program, Professor Glickman and Professor Richard Stevens of Lincoln will offer jointly this year a course in African civilization for an equal number of students from each institution, with classes being held alternately on the two campuses. Future plans for African studies include research, travel and field experience in Africa for both our faculty and our students, and student exchanges with African universities.

As in the past, members of the faculty and administration have been involved in meetings, conferences and study throughout the world, both widening the horizons of those participating and simultaneously adding to the College's international outlook and reputation.

Among the faculty, Professors Fay Selove, Harmon Dunathan and Dale Husemoller have visited the Soviet Union either as members of a special group of scientists examining Soviet science centers or on invitation to international professional meetings to read scientific papers. I had the privilege to be co-chairman of the third United States-Japan Conference on Cultural and Educational Interchange held in Tokyo in March, which discussed the role of the university in cultural interchange. Through the conference meetings, special national television

programs and newspaper interviews, there were numerous opportunities to help the Japanese wrestle with their present crises in both private and public higher education created by too few colleges and universities for too many students, and to explain to them the strengths and features of higher education in the United States and more particularly at Haverford.

THE FACULTY

WHILE it is emphasizing the obvious, I cannot stress too strongly the fact that, in the last analysis, the faculty of any college is far more important than any other of its components. It is, therefore, with a combined feeling of loss and yet of deep gratitude that I report on the retirement this year of Professor Ira DeA. Reid. For the past 20 years his warm and sensitive personality, his role as a dedicated teacher, his service to scholarship through his research and writings and to society by membership on innumerable committees and commissions on various aspects of human rights, have helped make Haverford what it is. As of September 1, 1966, he became emeritus professor of sociology. All of us sincerely hope that in the years ahead he will enjoy far better health than has been the case in the past few months. The College will also miss the wisdom, leadership and devotion to scholarship of Professor Francis H. Parker, chairman of our philosophy department, who has gone to Purdue University.

At the same time, our experience during this past year in finding new faculty members belies the oft-repeated remark that the small liberal arts colleges cannot compete for the best teachers with the state or private universities. Three examples clearly substantiate this statement. Professor Richard Bernstein, an outstanding teacher and philosopher, has replaced Professor Parker. One regular vacancy and a new position in the classics department are being filled by Professor Edward Michael who comes with an impressive record from the University of Indiana, and by Professor Daniel Gillis who has transferred from an exceptionally strong classics department at the University of Texas.

At the same time, our regular faculty members continue to show exceptional ability, a strong devotion to the College and to their task. Several of them profited greatly from leaves last year. For example, Professor Paul Desjardins has returned refreshed and enriched from a year in Kyoto where he consulted with Japanese Platonists. Professor Douglas Heath, with support from the National Institutes of Health,

made notable progress on his "Studies of Maturing College Students" in Italy and Turkey. Particularly notable are several important publications which were made possible by recent faculty leaves of absence. For example, Professor Paul Hare has recently completed *Small Groups — Studies in Social Interactions*. In the humanities, Professor Marcel Gutwirth's 10 months residence in France two years ago helped him to complete an important study of Molière's comedies entitled *Molière ou l'invention comique* and *La métamorphose des thèmes la création des types*, which has just appeared in Paris. More than two years of tedious and careful research and editing in England by Professor Frank Quinn have resulted in the publication of the third and fourth books of John of Ireland's fifteenth century *Mirror of Wisdom (The Meroure of Wyssdome by Johanes De Irlandie)*, written for John IV, King of Scots.

ADMINISTRATION

AS anyone who has followed closely the affairs at the College is fully aware, the past year has seen significant changes within the administration. Last March the College suffered a tremendous loss with the death of Alfred R. Crawford, who served for nearly two years as vice-president of development, a graduate of the class of 1933, a successful professional fund-raiser for many years before his appointment. The unprecedentedly large amount of gifts, grants, trust funds and subscriptions received by the College in the past year is a fitting tribute to his skill, tireless efforts and complete devotion to the College. While concentrating particularly on obtaining funds for the new James P. Magill Library, his enthusiasm and vision made everyone who came in contact with him more keenly aware of the degree of support possible for the Haverford of the future. Lewis H. Bowen '34 president of Bowen and Gurin, kindly consented immediately to act as a fund-raising consultant while a search was launched for a new vice-president. It was most fortunate for the present and long-range future of the College that Albert Wallace, formerly vice-president of development at Hamilton College, accepted a similar appointment here as of September 1, 1966. In the six weeks he has been on campus, he has more than proven himself exceptionally well qualified in every respect for this position.

Charles W. Smith, our new comptroller, who arrived exactly a year ago, immediately concentrated his technical knowledge and skills towards a thorough reorganization of our accounting methods and reporting procedures and the general management and supervision of

the nonacademic side of the College. Those who are familiar with his efforts are amazed at how much he has accomplished in such a short time. The College is deeply in his debt and is most fortunate to have him here.

All of the College community was shocked to learn of the sudden death in Rome on September 9th, of our former business manager, Aldo Caselli. He was scheduled to return the next week to Gallaudet College as comptroller. Haverford owes him much for the 22 devoted years he gave to it and laments his loss.

As mentioned previously, Dr. Cadbury resigned as dean of the College in February 1966 to become director of the Post-Baccalaureate Fellowship Program. His former position has been most effectively and skillfully filled by Professor John P. Spielman, Jr., who will continue as dean of the College through the current academic year. Finally, I cannot close this account of the administrative changes without again paying high tribute to the help and strength given to the administration by the services rendered by Louis C. Green who is now in his second year as provost. His wisdom, patience and untiring energy are irreplaceable and are felt increasingly as time passes.

STUDENTS

AS for the student body, it continues to grow in accordance with the scheduled planned expansion of the College to 700 by 1973. This year's freshman class of 147 students, nine transfers and 13 post-baccalaureate Fellows brought the total number of students to 560, which it is predicted will result in an average of 550 for the year.

As in the recent past, last June's graduating class distinguished itself by the number of Woodrow Wilson Fellowships it received for graduate study. On a per capita basis, Haverford was again the national leader in the number of Fellowships received. Furthermore, seven seniors, out of 108 candidates for the baccalaureate degree, received a total of seven national fellowships from various federal agencies. Over 70 percent of the class has gone on to further study, with biology and physics being the preferred choice of graduate departments, and with law and medicine that of professional schools. A larger number than heretofore selected business administration, while 10 percent planned to go directly into business, the Peace Corps, or teaching.

The composition of the student body reflects trends which are

characteristics of the contemporary college age population. These characteristics are an increasingly large portion of college students coming from public schools, an ever-widening geographic distribution, and a slowly declining percentage of students who are members of the Society of Friends. Currently, our public school graduates total about 63 percent of the student body; our students come from 41 states and 11 foreign countries; and about eight percent of our students are Friends.

Likewise, Haverford College had its share of deeply committed students who protested against American policy in Vietnam, became involved in various activities directed toward reducing racial tension and improving the educational opportunities of young people. In connection with the latter, the third Serendipity Summer Day Camp was supervised by the College, had a program with far more educational aspects than heretofore, and was again supported cooperatively by the students' service fund, local churches and friends of the College, as well as by the Office of Economic Opportunity, the one such program in Montgomery County. Several students served as counselors. Professor Roger Lane, the director, was largely responsible for the success of this camp's three sessions, with about 90 youngsters in each session.

On the whole, our students took their commitment to their studies and to the College even more seriously than heretofore. They were troubled by the uncertainties of the draft and especially by the inequities resulting from the draft boards' use of class rank as a means of deferment.

Another aspect of student life which has been of concern to the students, the faculty, the administration, and the board has been the future of Fifth Day Meeting. In the discussions on this question during the past two or three years it has been generally agreed that Meeting was an important part of College life, should be continued, and attempts should be made to improve it. It also became apparent that compulsory attendance at Meeting nullified the purpose for which it existed and made it practically impossible for Meeting to become an enriching experience for those who were there against their will. At the regular meeting of the Board of Managers on September 23, 1966, after thorough and thoughtful consideration, the board decided to abolish compulsory attendance of students at Fifth Day Meeting. It did so with the clear understanding that the College should continue its responsibility for developing the spiritual life of the College, that the Meeting hour each week should be kept free of other College activ-

ities, and that appropriate arrangements be made each fall for freshmen to become familiar with the meaning, purpose and potentialities of Meeting. In taking this action both the board and the College firmly believe it will contribute in a positive way to the improvement of the spiritual life of the College.

In quite a different area of student life, the College has made a significant change. For the past 12 years, Mrs. Miriam Nugent has, despite seriously inadequate facilities, supervised most effectively the College food service. Recently, the difficulties inherent in an overcrowded kitchen have been compounded by the unavailability of good dining room and kitchen managerial staff. Consequently, when surveys this summer revealed that a catering service could offer us more varied menus and better service and take responsibility for this activity off our hands, the College contracted with ARA Slater Institutional and School Service to have charge of providing our meals. This change has been enthusiastically received by our students. We are most grateful for Mrs. Nugent's past efforts and she continues as director of residence halls.

FUTURE PLANS AND SUPPORT FOR THE COLLEGE

FOR anyone visiting the campus today, the most obvious new activity is the construction of the extensive addition to the library. In view of the initial success of the special library committee under James P. Magill's leadership, and of the urgent need that its renovation and expansion be begun as rapidly as possible, over a year ago the Board of Managers approved of the architectural firm of Harbeson Hough Livingston and Larson proceeding with the detailed drawings for the library. The board also requested that James Magill's committee simultaneously seek the funds needed for construction. On November 26, 1965, Mr. Magill reported to the Board of Managers that about \$600,000 was still needed to meet the estimated cost of approximately \$2,000,000 for the library project. At the same time, the architects' plans were nearly completed so the board agreed that authority be given to the College to put out the plans for bid so construction could begin as soon as possible. The board also approved designating the building as the James P. Magill Library. Ground breaking ceremonies were held on April 1, 1966, and at the present writing most of the concrete has been poured for the stacks below ground level. On the basis of the latest cost estimates, all but \$135,000 of the total cost has been

pledged or collected. The College is deeply grateful to James Magill whose vision, energy and generosity have made this wonderful new addition to our facilities a reality.

In conjunction with planning for the new library addition and other essential needs of the College for the foreseeable future, two parallel studies have been made during the past year. The first of these, presented to the board by Mr. Crawford as a statement of policy on the College's development during the next decade, was approved in February 1966. This statement estimated that \$30,000,000 in both capital and income was needed "to assure proper support of a student body of at least 700 highly qualified young men by 1974, an adequate salary scale for a faculty second to none, and the necessary plant funds and endowment for upkeep and for new programs." The various items making up this total include plant improvements and additions, endowment for scholarships, faculty, and general purposes, and funds for operating costs. It was not anticipated that a campaign for this amount would be launched immediately, but that the goal could be achieved in stages and that certain priorities of need would be established. Some of the items, such as the Magill Library and the renovation of Lyman Beecher Hall Building, which were included in the total, have already largely been provided for.

It is important to remember that in January 1963, when the College approved of a planned expansion to 700 in 10 years, at a rate of approximately 25 additional students yearly, it did so with certain limitations. These were that the expansion rate should not exceed the available supply of mature and qualified students, that two separate living areas be developed to enhance the importance of the individual at Haverford, that the required facilities and operating expenses be satisfactorily financed, and that the College retain an adequate number of able faculty members to assure its carrying out its educational objectives.

Since that time the College has endeavored to meet these requirements in its plans for expansion. For example, by placing its newest dormitory next to Leeds, the College has been developing north and south living areas of approximately equal size. Several months ago the architects were requested to prepare, within the framework of these policies already established, a five-year campus development plan which included as priority items new dormitory space for approximately 180 students and expanded or new dining facilities with a total seating capacity of approximately 650. By early summer such a plan was completed.

A special meeting of the Board of Managers was held on July 6, 1966 to consider and act upon a combined report and recommendations from the Property and Physical Planning Committee and the Resources-Financial Committee based on this plan of the architects. In considering whether or not to proceed with the next steps in the five year plan, it was the strong view of the entire board that important progress had already been made in providing new facilities for an enlarged College and that interest, support and momentum on an unprecedented scale have developed during this period. Board members also believe that it would be disastrous to slow down or stop this growth at the present time and that the needs were especially real and immediate for both new dormitory facilities and dining space. The architects' plans provide for a new peripheral road around the outside of the main quadrangle and the transformation of the present roadway running along the west side of the Union, Roberts and Barclay halls into a foot path.

To meet present housing needs together with those for the next few years, and to keep in mind the objective of having two living areas of comparable size, the architects propose construction of three comparable dormitory units, each housing approximately 60 students. These stone buildings are to be built in the area between the Union and Railroad Avenue and are so arranged as to take maximum advantage of the view toward the skating pond. Their estimated costs are approximately \$600,000 each.

As for the dining crisis created by a kitchen and dining room in Founders Hall built originally to accomodate 225 students, and even with recent additions now capable of seating only 334 at one time, after several months of study the architects decided that it would not be possible to remodel or expand Founders Hall to meet satisfactorily either our present or our long-term requirements for a student body of 700. They recommend, therefore, that a new dining center be built approximately in the area now occupied by the Lloyd parking lot and that Founders Hall be used in the future as a campus center. The estimated cost for a new dining center with seating capacity of 650 is approximately \$1,300,000.

After careful consideration of various ways in which these buildings could be financed and with general enthusiasm for proceeding on both projects as rapidly as possible, the board decided to proceed with the recommendations of the architect. It authorized the preparation of final drawings for the dormitory units in the hope that construction

would start in the next few months; it authorized the development of drawings for a new dining center as a first step towards its early start; and it approved the establishment of an appropriate subcommittee and organization to seek funds for these buildings. This action of the board also included beginning to develop the new circumferential roadway around the outside of the buildings forming the main quadrangle or inner campus. I am greatly pleased with this forward-looking and important step taken by the board.

As indicated in the *Report of the Treasurer*, this past year has been an extremely encouraging one from the point of view of outside support for the College. Donations and pledges for the James P. Magill Library have totalled over a million dollars; two large anonymous gifts mentioned by the treasurer and some equally welcome bequests have greatly strengthened our financial position. The grants from the Rockefeller and Macy Foundations have assured the continuance of the Post-Baccalaureate Program for at least two more years. Very recently we have been notified of a grant of \$100,000 from the Old Dominion Foundation, to be spent over a five year period for faculty members in the humanities for financing leaves of absence to enable them to develop new courses, broaden their knowledge and experience in their respective disciplines, or carry on research or writing. Finally, receipts from Annual Giving have reached a new high which has helped to eliminate an anticipated deficit in the budget. We have also learned of a very substantial bequest under the will of Margaret R. Gest which establishes a fund, after a life tenancy, in memory of her parents, Emily Judson Baugh Gest and John Marshall Gest, for lectures and programs on the unity in world religions. When this fund becomes available, it will greatly assist the College in strengthening and broadening its work in the religion department, especially in comparative religion.

AS members of the corporation are aware, this is my last report to you. In the years I have been president, I have found the position exhilarating and yet sobering, both satisfying and frustrating, broadening and exacting. It has always been challenging. The events of each day and week have been far more unpredictable than monotonous.

It is understandable that such has been the case. The very nature of an institution of higher learning, especially an under-graduate college, encourages change. There is a complete turnover of the entire

student body every four years. Board, faculty and administration members change more rapidly than is realized. During the past nine years, nearly half of the members of the Board of Managers and of the regular, full-time members of the faculty have been replaced. With my retirement there will have been a complete turnover in the top administrative positions.

In the same decade even more momentous changes have taken place in man's experience, learning and knowledge — the very basis and substance of a college curriculum. The technological advances in astrophysics and space exploration, electronics developments from methods of photographing biological cells to those of storing knowledge and solving intricate problems by computers, new types of instantaneous communication through satellites, the emergence, especially in Africa, of new nations with little experience with the intricacies of the governance of a state in a modern world, are illustrations of new kinds of knowledge which make up the substance of many college courses.

Finally, the accepted assumption in America that a college education is within the reach of any intelligent young person with sufficient determination and outside help has put heavy strains on the facilities and available qualified faculty and administration of our colleges and universities.

I see little chance that these pressures will decrease in the near future. I believe, therefore, that Haverford College faces a dual challenge. In the first place, it must develop a new intuitive sense to be better able to detect and separate significant changes from the insignificant and adjust and adapt itself to the former for its own purpose. In the second place, it must hold steadfast to those ideals and principles which it believes are essential to maintain the College's distinctive character and to enhance its greatness.

I believe the College is at the threshold of rising to new heights. If it lives up to its expectations as an outstanding liberal arts college motivated by Quaker principles with interest in treating each of its students as an individual, and in cultivating and developing their ideals and moral values, I am confident it will find the ways and means to achieve its mission.

HUGH BORTON
PRESIDENT

STATISTICS FOR REPORT OF THE PRESIDENT

1965-1966

ENROLLMENT

Fall Semester, 1962	463
Spring Semester, 1963	450
Fall Semester, 1963	474
Spring Semester, 1964	458
Fall Semester, 1964	497
Spring Semester, 1965	491
Fall Semester, 1965	524
Spring Semester, 1966	512
Fall Semester, 1966	555
<i>Undergraduate Students</i>	541
<i>Post-Baccalaureate</i>	14

COMPOSITION OF THE STUDENT BODY

FALL SEMESTER, 1966

The student body represents 41 states and the following foreign countries: Belgium, Canada, Ecuador, England, Germany, India, Japan, Lebanon, Netherlands Antilles, and Saudi Arabia.

Students who are members of the Society of Friends number 46, or 8.3% of the student body; and 51 students, or 9.1% of the student body, are sons of alumni.

REGISTRATION IN ACADEMIC COURSES

<i>Department</i>	<i>Registration (Fall & Spring Semesters)</i>								
	Fall 1966	65-66	64-65	63-64	62-63	61-62	60-61	59-60	58-59
Astronomy	90	121	117	145	4	136	105	85	74
Biblical Lit.									
(Religion)							92	103	132
Biology	157	299	249	227	226	192	205	219	266
Chemistry	149	240	249	241	256	235	234	289	268
Classics	112	239*	188	331	209	113	141	108	

*Add to this figure Haverford students in our courses at Bryn Mawr (see below)

Department	Registration (Fall & Spring Semesters)								
	Fall 1966	65-66	64-65	63-64	62-63	61-62	60-61	59-60	58-59
Economics	151*	230*	203	223	233	241	280	255	271
Engineering	14	27	46	34	43	47	58	46	43
English	307	623	656	575	644	611	701	609	650
French	81	142	140	159	230	217	197	162	220
German	151	287*	338	284	245	220	268	217	246
Greek (Classics)									39
History	207	532	462	340	337	429	260	300	283
History of Art		37	59	43	39	91	71	65	50
Latin (Classics)									28
Mathematics	163	288	280	329	303	348	344	345	333
Music	53	112	145	136	142	115	138	95	90
Philosophy	190	220½	388	353	362	340	431	394	351
Physics	76	187½	171	156	159	148	145	197	206
Political Science	143*	289*	307	230	297	309	285	302	248
Psychology	152	225	265	217	205	165	164	160	149
Religion	122	204	164	110	123	94		(Bib. Lit.)	
Russian	43*	70*	46	52	43	43	52	72	48
Sociology	60*	137*	146	157	155	174	210	205	243
Spanish	53*	135	95	103	111	84	78	84	70

General Courses

Asian Studies					12				
Humanities	61	114	105	137	124	117	105	110	135
Physical Science		29		50		51	41	33	20
Social Science		33	13						

*Add to this figure Haverford students in our courses at Bryn Mawr (see below)

HAVERFORD STUDENTS IN OUTSIDE COURSES — FALL 1966

BRYN MAWR COLLEGE

Anthropolgy	14
Biology	1
Chemistry	4
Classical Archeology	5
Economics [incl. students in our #21(16), #23(7), #25(11), #43(9)]	43

Education	1
English	6
French	2
Geology	6
German	2
History	4
History of Art	
(incl. 20 students in our #21)	38
Interdepartmental	
(our Linguistics #21)	2
Italian	7
Mathematics	1
Music	3
Philosophy	4
Physics	1
Political Science [incl. students in our	
#33(4), #35(12)]	29
Psychology	1
Russian (incl. 2 students in our #21)	8
Sociology [our #41 (14), #49(5)]	19
Spanish [incl. our #11(6), #13(1),	
#21(2), #33(1)]	12
	<u>213</u>

SWARTHMORE COLLEGE

Biology	2
History	1
	<u>3</u>

OUTSIDE REGISTRATIONS AT HAVERFORD — FALL 1966

BRYN MAWR COLLEGE

Astronomy	1
Biology	8
Classics	3
Economics	8
Engineering	1
English	6

French	9
German	13
History	38
Humanities	3
Mathematics	3
Music	8
Philosophy	10
Political Science	8
Psychology	14
Religion	15
Russian	17
Sociology	9
Spanish	4
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	178

SWARTHMORE COLLEGE

Religion	2
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DEGREES AWARDED JUNE 3, 1966 – BY DEPARTMENT

Anthropology	1	History	24
Astronomy	1	Mathematics	4
Biology	11	Music	1
Chemistry	3	Philosophy	7
Classics	5	Physics	5½
Economics	4	Political Science	12
Engineering	½	Psychology	6
English	15	Religion	3
French	1	Sociology	2
German	1		<hr/>
			107

Bachelors of Arts	101
Bachelors of Science	6
Master of Arts (Philosophy)	1

MRS. VIRGINIA H. KLINE
REGISTRAR

COLLEGE VISITORS

1965-1966

Collection Speakers

American Arts Trio

Anne Wilson Dance Company

Baltimore Symphony Woodwind Quartet

George Bass, assistant professor of classical archeology, University Museum,
University of Pennsylvania

Hugh Borton, president, Haverford College

Winslow Carlton, director, New York Mobilization for Youth

Stephen G. Cary, associate executive secretary, A.F.S.C.

William Sloane Coffin, Jr., chaplain, Yale University

Alfred Diamant, professor of political science, Haverford College

Dana Farnsworth, director, medical services, Harvard University

Sylvia Glickman, associate in music, Haverford College

Richard Gray, actor

Marcel Gutwirth, professor of Romance languages, Haverford College

W. T. H. Jackson, professor of German, Columbia University

Morris Keeton, dean, Antioch College

Ariel G. Loewy, professor of biology, Haverford College

Mayo Loiseau, actress

Craig Thompson, librarian, Haverford College

Departmental and General Visitors

Hubert N. Alyea, professor of chemistry, Princeton University

Amado String Quartet

*David E. Apter, director, Institute of International Studies, University of
California (Berkeley)

Thomas T. Arny, research associate, Amherst College

E. Digby Baltzell, professor of sociology, University of Pennsylvania

Paul Bartholomew, Jr., public relations director, Delaware Valley Citizens for victory over Communism

Goodman B. Beach, formerly of Trinity College

Harold Boatrite, composer

Derk Bodde, professor of Chinese, University of Pennsylvania

*Ronald Breslow, professor of chemistry, Columbia University

Norman Brown, professor of Sanskrit and Indian studies, University of Pennsylvania

*Roger W. Brown, professor of social psychology, Harvard University

†††Herman Busch, cellist

*John B. Carroll, professor of education, Harvard University

*Donald L. D. Caspar, Children's Cancer Research Foundation

*S. S. Chern, professor of mathematics, University of California (Berkeley)

Choir of Christ Church, Baltimore

*Noam Chomsky, professor of modern languages and linguistics, Massachusetts Institute of Technology

*Charles N. Cofer, professor of psychology, Pennsylvania State University

***Frederick Copleston, S.J., professor of history of philosophy, Gregorian University, Rome

*Peter Debye, professor of chemistry (emeritus), Nobel Laureate, Cornell University

*Albrecht Dold, professor of mathematics, Heidelberg University

Hubert Dreyfus, assistant professor of philosophy, Massachusetts Institute of Technology

††Tom Faw Driver, associate professor of Christian theology, Union Theological Seminary

Elmira College Glee Club

Fritz Fellner, professor of history, University of Salzburg

*Herman Feshbach, professor of physics, Massachusetts Institute of Technology

†††Umberto Gabbi, violinist

***Judith Illsley Gleason, author

- Richard Goode, pianist
- Hildegard Goss-Mayr, traveling secretary, International Fellowship of Reconciliation
- †††Arthur Graham, tenor
- †Jose Greco, dancer
- Emerson Greenaway, director, Free Library of Philadelphia
- °George Hammond, professor of chemistry, California Institute of Technology
- °°°Stuart N. Hampshire, professor of philosophy, Princeton University
- Elsa Hilger, cellist
- °Bernard L. Horecker, Albert Einstein College of Medicine
- °G. Hunt, professor of mathematics, Princeton University
- °Hugh E. Huxley, professor of molecular biology, Cambridge University
- †Ian and Sylvia, folk singers
- °James J. Jenkins, professor of psychology, University of Minnesota
- Robert Jordan, professor of philosophy, Connecticut College
- †The Judith Rutherford Marechal Productions, Inc. (In White America)
- Robert Keohane, assistant professor of political science, Swarthmore College
- °George Kistiakowsky, professor of chemistry, Harvard University
- Igor Kopytoff, associate professor of anthropology, University of Pennsylvania
- Jean H. Kopytoff, assistant professor of history, Swarthmore College
- °Bertram Kostant, professor of mathematics, Massachusetts Institute of Technology
- °Thomas S. Kuhn, professor of the history of science, Princeton University
- Robert Kraft, assistant professor, New Testament studies, University of Pennsylvania
- Thomas Langan, associate professor of philosophy, Indiana University
- °Leon Lederman, professor of physics, Columbia University
- Friedrich Luft, lecturer, Goethe Institute, Munich
- °Robert Lystad, professor of African studies, Johns Hopkins University
- °Kenneth MacCorquodale, professor of psychology, University of Minnesota

*George C. McVittie, professor of astronomy, University of Illinois

*Achkar Marof, permanent representative, ambassador extra-ordinary and plenipotentiary of the Mission of the Republic of Guinea to the United Nations

Lawrence Markus, professor of mathematics, University of Minnesota

M. A. Melvin, professor of physics, Florida State University

***Alan P. Merriam, professor of anthropology, Indiana University

*Matthew Meselson, professor of biology, Harvard University

Rebecca Millard, flutist

Jonathan Mirsky, instructor in Oriental studies, University of Pennsylvania

Kenneth W. Morgan, professor of religion, Colgate University

Marvin Morganstern, violinist

Rhoads Murphy, professor, University of Michigan

William C. Nahm, professor of philosophy, Bryn Mawr College

***Ernest Nagel, John Dewey Professor of Philosophy, Columbia University

*Charles E. Osgood, professor of psychology, University of Illinois

***Robert Palmer, dean of arts and sciences, Washington University

†William Paterson, actor

Elise Pollack, soprano

*Alberte Pullman, director of research, National Center of Scientific Research, University of Paris

*Bernard Pullman, professor of quantum chemistry, University of Paris

W. Allyn Rickett, professor of Chinese language and history, University of Pennsylvania

*Bruno B. Rossi, professor of physics, Massachusetts Institute of Technology

I. T. Ramsey, Nolloth Professor of the Philosophy of the Christian Religion, University of Oxford, Cambridge

***Roy Sieber, professor of art history and African studies, Indiana University

†Nina Simone, vocalist

Robert Lawson Slater, professor emeritus of world religions, Harvard University

Smith College Glee Club

*Robert M. Solow, professor of economics, Massachusetts Institute of Technology

Elizabeth Suderburg, soprano

Robert Suderburg, Philadelphia Musical Academy

Judah Stampfer, novelist

*Norman Steenrod, professor of mathematics, Princeton University

***George Steiner, senior tutor in English, Churchill College, Cambridge University

Leslie Tihany, public affairs officer of the U. S. State Department, Far Eastern Bureau

**Derek Traversi, visiting professor of English literature, Swarthmore College
John Travers, pianist

†Rosalyn Tureck, pianist

David S. Urch, department of chemistry, Queen Mary College, London
Washington Consort

*Graham Webster, F.S.A. senior tutor in archaeology, University of Birmingham
Guy R. Wellbon, assistant professor, Asian Studies Center, University of Rochester

Donald Wilson, music director, WUHY-FM

H. H. Wilson, professor of politics, Princeton University

*Philips Visitor

**Shipley Lecturer

***Rhoads Lecturer

****Scholar in the Humanities Lecturer

†Art Series

††Mary Farnum Brown Library Lecturer

†††Friends of Music

MORRIS INFIRMARY

1965-1966

House Patients

Upper respiratory infections	8	
Gastro-intestinal infections	12	
Infectious mononucleosis	10	
German measles	3	
Tonsillitis	3	
Miscellaneous	7	
Total house patients		43
Number of days: 192		

Dispensary Patients

Upper respiratory infections	1335	
Gastro-intestinal infections	201	
Immunizations:		
Vaccines	202	
Allergy	214	
Influenza	325	
Miscellaneous	1725	
Total dispensary patients		4022
Total patients		4065

Specialties included in above report

Fractures	
Nose	1
Leg-Fibula	1
Arm	1
Finger	2
Toe	2
Hospital cases	
Knee injuries	3
Grafting of nerve & removal of neurma	1
Miscellaneous	2
Suture cases	17
Sprained ankle	27
Knee injuries	95
Back strain	6
Shoulder injuries	24
Contusions	11
Thumb injuries	12
Wrist injuries	12
Eye irritations	189

WILLIAM W. LANDER, M.D.
COLLEGE PHYSICIAN

PUBLICATIONS AND ACTIVITIES OF THE FACULTY

1965-1966

ASHMEAD, JOHN, JR.

Editorial Work: Associate Editor, *Literature East and West*.

Lectures: "Computer Linguistics," All India Radio, Srinagar, Kashmir, India, July 7, 1965; "A Growling of Flowers — Linguistic Requirements for Undergraduates," National Council of Teachers of English Annual Meeting, Boston, Mass., Nov. 26, 1965; "Ideas and Issues in College Composition," College Conference on Composition and Communication Annual Meeting, Denver, Colo., Mar. 24, 1966; "The Bible in English Literature," All Saints Church, Wynnewood, Pa., May 8, 1966; "Trends in Modern Fiction," twenty lectures, Main Line School Night, Wayne, Pa., fall 1965, spring 1966.

Consultant on American Literature, Center for Applied Linguistics, Washington, D.C.

Member, National Advisory Council for Teaching English as a Foreign Language, Washington, D.C.

Chairman, School and College Conference on English, New York, N. Y.

Chairman, Modern Language Association Conference Group on Oriental-Western Literary Relations, New York, N. Y.

Member, Board of Directors, Main Line School Night, Wayne, Pa.

Chief Regional Judge for New York and Pennsylvania, Book-of-the-Month Club Writing Fellowship Program.

BELL, PHILIP W.

Books: with Edgar O. Edwards, *The Theory and Measurement of Business Income*, Japanese edition, Charles E. Tuttle Co., Tokyo.

Parts of Books: "Measurement of Business Income," *Modern Accounting Theory*, Prentice-Hall.

Editorial Work: General Editor, eight-volume series on economic problems for African students.

Lectures: "University Development and the Rockefeller Foundation Program: Past, Present and Future — and its Possible Implications for Fisk University," Fisk

chapter of the American Association of University Professors, Fisk University, Nashville, Tenn., October 1965.

Associate Director, humanities and social sciences, The Rockefeller Foundation.

Consultant, U. S. Treasury Department.

Professor of Economics and Chairman of department, Fisk University, Nashville, Tenn.

Visiting Professor of Economics, Lincoln University, Lincoln, Pa. (spring semester)

BENHAM, THOMAS A.

Editorial Work: editor and director, *Science for the Blind*.

Lectures: "Encouragement for the Blind Scientist," American Association of Physics Teachers and the American Physical Society, New York, N. Y., Jan. 26, 1966; "Electronic Aids for the Blind," Philmont Radio Club, Philadelphia, Pa., May 2, 1966; "Electronic Aids for the Blind," Engineers' Club, Philadelphia, Pa., June 7, 1966; "The Bionic Instruments Travel Aid," St. Dunstan's International Conference on Sensory Aids for the Blind, London, England, June 1966.

Patent: T. A. Benham et al, issued Aug. 3, 1965; No. 3,198,952: Photosensitive Obstacle and Curbe Detection Device for the Blind.

Consultant, Smithsonian Institution research preparatory to establishing exhibits for the blind, May-June 1966.

Board Member and Vice President, Pennsylvania Working Home and Philadelphia Association for the Blind.

Fellow, Institute of Electronic and Electrical Engineers.

Principal investigator, research on travel aids for the blind.

Haverford College I.E.E.E. representative.

Member, Committee for Research on Problems Associated with Blindness.

Member, Governor's Committee on Employment of the Handicapped.

Chairman, Committee for Selection of Books on the Physical Sciences for the Blind — Library of Congress.

Secretary, group on engineering in medicine and biology of the Institute of Electrical and Electronics Engineers, Philadelphia section.

Chairman, Conference on Reading Devices for the Blind, Veterans Administration, Washington, D.C., 6th Technical Conference, January 1966.

Continued activity in study of space communications and tracking.

BORTON, HUGH

Reviews: Robert N. Bellah et al, "Changing Japanese Attitudes toward Modernization," *American Historical Review*, Vol. 71, No. 2, pp. 646-647, January 1966.

Frank O. Miller, "Minobe Tatsukichi: Interpreter of Constitutionalism in Japan," *American Historical Review*. Vol. 71, No. 2, pp. 647-648, January 1966.

Lectures: "Inter-Cultural Relations and the Role of International Christian University," Women's Planning Committee of International Christian University Foundation, New York, N. Y., Oct. 29, 1965; "The Role of Education in our Contemporary World," Marple-Newtown P.T.A., Newtown Square, Pa., Nov. 4, 1965; "Academic Freedom: Its Significance and Necessity," Main Line Unitarian Church, Devon, Pa., Nov. 1965.

Chairman, United States Delegation to United States-Japan Cultural Conference, Tokyo, Japan, March 1966.

Chairman, American Committee on United States-Japan Educational and Cultural Cooperation.

Vice President and Trustee, Japan Society Inc., Japan International Christian University Foundation.

Member, National Review Board, East-West Center, Hawaii.

Member, Executive Committee, Foundation for Independent Colleges, Inc. of Pennsylvania.

Member, China Approach Committee of American Friends Service Committee.

Member, Friends Prison Service Committee.

Participant, Inaugural Symposium, "Creative Approaches in Higher Education," Guilford College, N. C., April 22, 1966.

Participant, Conference of United Board for Christian Higher Education in Asia, "The Role of the Christian College in Education," Berea College, Berea, Ky., June 15-18, 1966.

BRONNER, EDWIN B.

Parts of Books: Editor, *American Quakers Today*, Friends World Committee, Philadelphia, Pa., 1966.

Articles: "Some Queries About Quaker Colleges," *Quaker Life*, Series VI, No. 11, pp. 346-347, November 1965.

"Religious Society of Friends," *Encyclopedia Britannica Book of the Year*, p. 659, 1966.

Reviews: M. G. Hall, L. E. Leder and M. G. Kammen, "The Glorious Revolution in America." *Pennsylvania History*, Vol. 32. No. 4, pp. 439-440, 1965.

W. S. Hanna, "Benjamin Franklin and Pennsylvania Politics," *The Historian*, Vol. 27, No. 1, pp. 433-434, Spring 1965.

H. A. Wisbey, Jr., "Pioneer Prophetess: Jemina Wilkinson, the Publick Universal Friend," *Pennsylvania Magazine of History and Biography*, Vol. 89, No. 3, pp. 381-383, 1965.

D. E. Boles, "The Bible, Religion, and the Public Schools," *Friends Journal*, Vol. 12, No. 6, p. 148, 1966.

Editorial Work: "Articles in Quaker Periodicals," *Quaker History*; Editorial Board, *American Journal of Legal History*; *No Time But This Present*, Friends World Committee, Birmingham, Eng.;

Lectures: "Some Quaker Dilemmas," North Carolina Yearly Meeting, Woodland, N. C., Aug. 14, 1965; "Inter-Colonial Relations Among Quakers," American Historical Association, San Francisco, Calif., Dec. 28, 1965; "Quakers and Medicine," Friends Social Union, Philadelphia, Pa., Jan. 8, 1966; "American Quakers Today and Tomorrow," Round table at Friends General Conference, Cape May, N. J., June 25-27, 1966; talks on Quaker subjects at Monthly Meetings at Haverford, Pa., Wilmington, Del., Ann Arbor, Mich., Whittier, Calif., New Providence, Iowa; talks on Quaker subjects at Burlington Quarterly Meeting and Philadelphia Yearly Meeting.

Haynes Foundation Lecturer, Whittier College, Apr. 18-29, 1966.

Consultative Council, Conference on Peace Research in History.

Director, Friends Historical Association.

Chairman, Fourth Friends World Conference Committee.

Board of Directors, Pendle Hill.

Vice Chairman, Friends World Committee, American Section.

Member, International Service Affairs Committee

Member, Youth Services Executive Committee.

Member, American Friends Service Committee.

Member, several committees of Philadelphia Yearly Meeting.

Member, Main Line Ecumenical Council.

BUTMAN, ROBERT H.

Articles: "A Fuss with a Difference," reprinted in *Television Magazine*, August 1965.

Lectures: "On Comedy," Baldwin School, Bryn Mawr, Pa., Feb. 16, 1966; "On Comedy," Baldwin School, Bryn Mawr, Pa., Mar. 2, 1966.

Director, "The Boy Friend" Bryn Mawr Repertory Theatre, Bryn Mawr, Pa., June-August 1966.

"A Miner's Story," a television documentary researched for WCAU-TV Philadelphia, was awarded the Ohio State Award as the best sociological documentary of the previous year.

Member of Honor, the Hathaway Shakespeare Club, Philadelphia.

CADBURY, WILLIAM E., JR.

Parts of Books: "Challenging the Superior Student in the Small Private College," *The Superior Student in American Higher Education*, pp. 191-218, McGraw-Hill Book Company, New York, N. Y. 1966.

Articles: "Broadening Opportunities," *Haverford Horizons*, Vol. 7, No. 1, pp. 3-5, fall 1965.

"Broadening Opportunities," *Quaker Life*, Series 6, No. 11, pp. 358-359, November 1965.

"Self-Scheduled Examinations Under an Honor System," *School and Society*, pp. 68-70, Feb. 5, 1966.

"Cooperative Relations Involving the Liberal Arts Colleges," *School and Society*, pp. 213-217, Apr. 16-30, 1966.

Lectures: "Cooperative Relations Involving the Liberal Arts Colleges," Schoolmen's Week, University of Pennsylvania, Philadelphia, Pa., Apr. 16, 1966.

Member, Committee in Charge of Westtown School.

Member, Board of Directors, Main Line Council on Alcoholism.

CARY, JOHN R.

Lectures: "Theodor Fontane's Development as a Writer," West Chester State College, West Chester, Pa., Mar. 9, 1966.

Member, Board of Managers, Pendle Hill.

Member, School Committee, Haverford Friends Meeting.

CHESICK, JOHN P.

Editorial Work: Referee for *Journal of the American Chemical Society*, *Journal of Physical Chemistry*, National Science Foundation; editorial consultant to *Choice*.

Lectures: "Black Boxes and Time in Chemical Change," Alumni Day, Haverford, College, Haverford, Pa., May 7, 1966.

Visiting Associate Professor, Harvard University Summer School, 1965.

External examiner in Chemistry, Swarthmore College, 1966.

Member, American Chemical Society.

Member, Sigma Xi.

COMFORT, HOWARD

Parts of Books: "Intervention," *Le Rayonnement des civilisations grecque et romaine sur les cultures périphériques*, Eighth International Congress of Classical Archaeology, pp. 183-184, 1965.

Pamphlets: *Three Roman Lamps*, Southern Baptist Theological Seminary, 1966.

Articles: with Grace Simpson, "Sir Ian A. Richmond," *American Journal of Archaeology*, Vol. 70, p. 169, 1966.

Reviews: Marie Durand-Lefebvre, "Marques de potiers gallo-romains trouvées à Paris et conservées principalement au Musée Carnalavlet," *American Journal of Archaeology*, Vol. 70, p. 208, 1966.

Lectures: "Sigillata from Sabratha and Elsewhere," *Rei Cretariae Romanae Fautores*, Alcudia (Mallorca), Aug. 28, 1965; "Ancient Art," Lotte Kaliski School, New York, N. Y. Mar. 19, 1966; "Roman Ceramic Archaeology," Grub Club, Philadelphia, Pa., May 10, 1966.

President, *Rei Cretariae Romanae Fautores*.

Member, Board of Managers, Moore College of Art.

Chairman, Education Committee, Moore College of Art.

Overseer, Haverford Monthly Meeting.

Member, Philadelphia Yearly Meeting Continuing Committee on Worship and Ministry.

Chairman, Cricket Committee, Merion Cricket Club.

D'ANDREA, THOMAS J.

Articles: "Comment on Morningstar, Myers and Myers," *Psychonomic Science*, Vol. 5, No. 6, June 25, 1966.

Secretary-Treasurer, Haverford College Chapter of the American Association of University Professors, 1965-66.

Judge, Southern New Jersey High School Dance Band Contest, Haddon Heights, N. J., Apr. 29, 1966.

DAVIDON, WILLIAM C.

Articles: "Wstep do relacji dyspersyjnych," (translation into Polish from the *American Journal of Physics*) *Postepy Fizyki*, Vol. 16, pp. 389-412, 1965.

"Symmetry," Proceedings of the Boulder Conference on Physics, pp. 165-171, 1965.

"Scientists Organize for the Welfare of Man," *Fellowship*, Vol. 31, pp. 25-27, September 1965.

"Seven Documented Refusals," *Western Review*, Vol. 3, pp. 73-74, summer 1966.

Reviews: Thomas Power, "Design for Survival," *Progressive*, Vol. 29, p. 34, August 1965

Editorial Work: Referee for the *American Journal of Physics*.

Lectures: "U. S. Foreign Policy," VISA program of AFSC, Pendle Hill, Wallingford, Pa., July 12, 1965; "Innovations in Faculty Role in Education-Teach Ins," College program of AFSC, Schwenksville, Pa., Oct. 10, 1965; "Symmetries of Fundamental Particles, Temple University, Philadelphia, Pa. Oct. 25, 1965; "Inward Renewal and Outward Works," AFSC Annual Meeting, Philadelphia, Pa., Oct. 30, 1965; "The Triple Revolution," Frankford Friends Forum, Philadelphia, Pa., Dec. 5, 1965; "Moral Obligations and Public Witness," Philadelphia Quarterly Meeting, Philadelphia, Pa., Dec. 7, 1965; debate on the Vietnam war, International Relations Society, Lafayette College, Easton, Pa., Dec. 8, 1965; "International Security," International House Seminar, Pendle Hill, Wallingford, Pa., Feb. 19, 1966; "U. S. Policy in Vietnam," Rotary Club of Flourtown, Flourtown, Pa., Mar. 1, 1966; "Trip to Saigon," WFLN, Philadelphia, Pa., Apr. 24, 1966; "Trip to Saigon," WCAU, Philadelphia, Pa. May 3, 1966; "Trip to Saigon," WPEN, Philadelphia, Pa., May 6, 1966; "Trip to Saigon," WDAS, Philadelphia, Pa., May 16, 1966; Local Symmetries of Space Time," Argonne National Laboratory, Argonne, Ill. June 7, 1966.

Consultant, Argonne National Laboratories, Argonne, Ill.

Participant, White House Conference on International Cooperation, Dec. 1, 1965.

Representative of Haverford College, YMCA and YWCA Committee for a Philadelphia Community Peace Conference.

Chairman of panel on "The Projection of Characteristics of the Future International System," Third North American Peace Research Conference, University of Pennsylvania, Philadelphia, Pa., Nov. 16, 1965.

Member, New Physics Exhibit Committee, Franklin Institute, Philadelphia, Pa.

President, Society for Social Responsibility in Science.

Co-Chairman, Philadelphia Committee for Nonviolent Action.

Member, National Board, Inter-University Committee for Debate on Foreign Policy.

Delegate at Large, Federation of American Scientists.

Member, Peace Education Committee, American Friends Service Committee.

Member, American Physical Society.

Member, American Mathematical Association.

Member, American Association of Physics Teachers.

Member, American Association for the Advancement of Science.

Recipient, Fulbright-Hays Research Grant, 1966-67.

DAVISON, JOHN

Published Music: Lo, This Land, Edward B. Marks, 1965.

Blessed Be the God, Elkan-Vogel, 1966.

Hodie Christus natus est, Belwin, 1966.

Psalm 23, Belwin, 1966.

Concert Reviews: nine concert reviews for the Lakeville, Conn. *Journal*, July-August 1965.

"Swingle Singers," *Arts Forum*, March 1966.

First Performances of Compositions: Fantasia on "St. Anne" (organ), Collinsville, Conn., Sept. 12, 1965.

As the Hart, Holland, Mich., Dec. 12, 1965.

Symphony for String Orchestra, Philadelphia, Pa., May 4, 1966.

Suite for Piano Duet, Haverford, Pa., May 8, 1966.

Other Performances of Compositions: in Haverford, Pa.; Wayne, Pa.; Radnor, Pa.; Philadelphia, Pa.; Cincinnati, O.; Kansas City, Mo.; Holland, Mich.; Lawrence, Kans.; Lewisburg, Pa.; Boulder, Colo.

Broadcasts, WUHY-FM, Philadelphia, Pa., Oct. 7, 1965; Oct. 11, 1965; Nov. 8, 1965; Dec. 2, 1965; Jan. 26, 1966; May 25, 1966.

Lectures: panelist, "The Implications of Avant-Garde Music for our Musical Culture," Pennsylvania Music Teachers Association Convention, Harrisburg, Pa., Oct. 18, 1965; "New American Maecenas: College, School, Foundation," Main Line School Night, Wayne, Pa., Nov. 15, 1965; "Contemporary Musical Materials for the Junior High School," Pennsylvania Music Educators Association, Harrisburg, Pa., Dec. 4, 1965; "Chamber Music," Rosemont College Humanities Forum, Rosemont, Pa., Mar. 1, 1966.

Phi Mu Alpha Visiting Composer, Hope College, Holland, Mich., December 1965.

Participant in concerts, as pianist, organist, and singer.

DIAMANT, ALFRED

Parts of Books: "Political Development: Approaches to Theory and Strategy," *Approaches to Development: Politics, Administration and Change*, edited by John D. Montgomery and William S. Siffin, McGraw Hill Publishing Co., 1966.

Articles: "The Temporal Dimension in Models of Administration and Organization," *Occasional Papers*, American Society for Public Administration, 1966.

"European Models of Bureaucracy and Development," *Occasional Papers*, American Society for Public Administration, 1966.

Editorial Work: Editorial services rendered to Allyn and Bacon; Frederick A. Praeger, Inc.; and *The Journal of Politics*.

Member, Editorial Committee, Inter-University Case Program, Inc.

Lectures: Panelist, "Historical Development of Bureaucratic Institutions," American Political Science Association, September 1965; "Are American Law Schools Receiving a Fair Share of the Nation's Talented College Graduates," Boston College Law School, Boston, Mass., October 1965; "The Bureaucratic Consequences of Mass Movement Regimes," Wesleyan University, Middletown, Conn., October 1965; panelist "Careers in Education," Parents Day, Trinity College, Hartford, Conn., October 1965; "The Social Sciences and Liberal Education: Prolegomena to Any Future Critique of Man and Society," Haverford College, November 1965; "Russia after

Khrushchev: Does Co-existence Have a Future?" panelist, WFIL, for the World Affairs Council of Philadelphia, February 1966; panelist, "Agriculture and Administrative Development," Comparative Administration Group Conference, College Park, Md., April 1966; "Russia after Khrushchev," Main Line School Night, April 1966; "De Gaulle's France: Anachronism or Shape of the Future," Alumni Day, Haverford College, May 1966.

Member, summer research seminar, "Problems of Time and Sequence in the Public Administration of New States," sponsored by Ford Foundation, June-July 1965, University of California, Berkeley, Calif.

Member, Program Committee to Administer Ford Foundation Grants in Administration and Development, 1962-70.

Member, Advisory Council for the Graduate Fellows Program, Danforth Foundation, 1964-67.

Member, Nominating Committee, American Political Science Association, 1965-67.

Member, Commission on Mutual Responsibility and Interdependence in Christ, Diocese of Pennsylvania (Episcopal).

Chairman, Main Line Campus Ecumenical Committee, 1965-66.

Consultant, United States Office of Education.

Honors Examiner, Swarthmore College.

DRAKE, THOMAS E.

Reviews: Richenda C. Scott, "Quakers in Russia," *American Historical Review*, Vol. 71, pp. 259-260, October 1965.

DUNATHAN, HARMON C.

Articles: "Conformation and Reaction Specificity in Pyridoxal Phosphate Enzymes," *Proceedings of the National Academy of Science*, Vol. 55, part 4, pp. 712-716, April 1966.

Lectures: "The Mechanism of Action of Pyridoxal Phosphate Enzymes," Bryn Mawr College Biology Seminar, November 1965.

Member, Gordon Conference on Coenzymes and Metabolic Pathways, Meriden, N. H., July 1965.

ESTRUP, FAIZA F.

Articles: with Melvin Santer, "Immunological Analysis of the Proteins of *E. coli* ribosomes," *Molecular Biology*, Vol. 20, p. 447, 1966.

Translations: Translation from the Italian journal *Fiumi u Polveri* of articles dealing with air pollution.

Member, Biophysical Society

Member, Physics Honorary Society

Associate member, Sigma Xi.

GLICKMAN, HARVEY

Reviews: Bi-monthly reviews of books on African politics, *Choice, Books for College Libraries*, Vols. 2, 3, August 1965-July 1966.

Leo Kuper, "An African Bourgeoisie," *American Political Science Review*, Vol. 59, No. 4, December 1965.

Dennis Austin, "Politics in Ghana," *American Political Science Review*, Vol. 59, No. 4, December 1965.

Editorial Work: Reader, *Journal of Politics, American Political Science Review*.

Lectures: panelist, "Japan as a Case Study in Modernization," American Political Science Association Meeting, Washington, D. C., Sept. 8, 1965; panelist, Conference on the Military and Politics, U. S. Department of State, Washington, D. C., Sept. 11, 1965; "Ideology and Politics in Tanzania," graduate student colloquium, African Studies Program, Northwestern University, Evanston, Ill., Oct. 14, 1965; "Ideology and Politics in Underdeveloped Areas," Foreign Service Institute, Washington, D. C., Jan. 26, 1966; "One-Party States in Africa," Foreign Service Institute, Washington, D. C., Jan. 26, 1966; "The Military and Politics in Africa," Foreign Service Institute, Washington, D.C., Jan. 26, 1966; "Politics in East Africa," seminar, Pennsylvania Military Colleges, Chester, Pa., Mar. 10, 1966; "One-Party Politics in Africa," Foreign Service Institute, Washington, D. C., Mar. 21, 1966; "Authoritarianism in Africa," Foreign Service Institute, Washington, D.C., Apr. 14, 1966; "The Military and Politics in Underdeveloped Areas," Foreign Service Institute, Washington, D.C., May 9, 1966; "One-Party States in Africa," Foreign Service Institute, Washington, D.C., May 9, 1966; "The Military and Politics in Africa," Foreign Service Institute, Washington, D. C., May 9, 1966; "The Military and Political Development," symposium on "The Role of the Military in Tropical Africa," Brookings Institution, Williamsburg, Va., May 23, 1966.

Director, Area Studies, Peace Corps Training Program-Liberia, Dartmouth College, Hanover, N. H., July 5-20, 1965.

Member, Local Arrangements Committee, African Studies Association Meetings, Philadelphia, Pa., Oct. 28-30, 1965.

Chairman, panel "Political Patterns in West Africa," African Studies Association Meeting, Philadelphia, Pa., Oct. 30, 1965.

Member, Herskovits Prize Committee, African Studies Association, 1965-66.

Member, Conference on Undergraduate Social Science Education, Massachusetts Institute of Technology, Cambridge, Mass., Mar. 17-18, 1966.

Consultant, RAND Corporation, Department of Social Science, Santa Monica, Calif.

Consultant, U. S. Department of State, Bureau of Research and Intelligence, African Affairs Section, Washington, D. C.

Member, Advisory Committee, VISA Program, American Friends Service Committee, Philadelphia, Pa.

Member, Advisory Committee, International Seminars Program, American Friends Service Committee, Philadelphia, Pa.

Fellow, African Studies Association.

Member, Royal African Society, London.

Member, Society of African Culture, Paris.

Member, Tanganyika Society, Dar es Salaam.

Member, American Political Science Association.

Member, International Studies Association.

Member, Conference on British Studies.

Member, Peace Research Society.

GLICKMAN, SYLVIA

Concerts: Collection, Haverford College, Haverford, Pa., Oct. 12, 1965; participant, Tribute to Alfred Swan on his 75th Birthday, Haverford, Pa., Nov. 7, 1965; Coffee Concert, Har Zion Temple, Radnor, Pa., Dec. 18, 1965; Concert of the NAACC, Philadelphia Art Museum, Philadelphia, Pa., Apr. 3, 1966; Program of Contemporary Music, Ethical Culture Society, Philadelphia, Pa., Apr. 21, 1966; Chamber Music, Haverford College Friends of Music Third Concert, Haverford, Pa., Apr. 24, 1966.

GREEN, ELIZABETH U.

Editorial Work: Editorial Staff, *Growth*.

GREEN, LOUIS C.

Articles: with E. K. Kolchin and N. C. Johnson, "Wave Functions for the Excited States of Neutral Helium," *Physical Review*, Vol. 139, No. 2A, p. A373, July 19, 1965.

with N. C. Johnson and E. K. Kolchin, "Oscillator Strengths for Singlet and Triple Series in Neutral Helium," *Astrophysical Journal*, Vol. 144, No. 1, p. 369, April 1966.

"The Peculiar A Stars," *Sky and Telescope*, Vol. 31, p. 84, 1966.

"Radio Sources," 1966 *McGraw-Hill Yearbook of Science and Technology*, p. 334, 1966.

"Troubles We Don't Have," *Horizons*, Vol. 7, No. 3, spring 1966.

"Intellectual Sparring Partner," *Horizons*, Vol. 7, No. 4, summer 1966.

Reviews: "Annual Review of Astronomy and Astrophysics," *Journal of the Optical Society of America*, Vol. 55, p. 1328, 1965.

Lectures: "The Future of the Liberal Arts College," Franklin and Marshall College Chapter of the American Association of University Professors, Lancaster, Pa., Dec. 10, 1965; "Astronomical Results of the Space Program," the Corinthian Society, Bryn Mawr Presbyterian Church, Bryn Mawr, Pa., Jan. 9, 1966; "Recent Results of Rocket, Satellite and Space Probe Astronomy," the Bryn Mawr College Chapter of Sigma Xi, Bryn Mawr, Pa., Jan. 11, 1966; "The Interplanetary Medium," Amateur Astronomers of the Franklin Institute, Philadelphia, Pa., Feb. 1, 1966; "The Galaxies and the Universe," Introduction to Astronomy, course at the Franklin Institute, Philadelphia, Pa., Mar. 29, 1966; "Quasars," the Villanova University Chapter of Sigma Xi and the Villanova Astronomy Club, Villanova, Pa., April 22, 1966; "Project Courses and the Selection of Faculty," Haverford College Alumni Council, Haverford, Pa., Oct. 14, 1965; "New Moves and Old Problems," Haverford College Parents Day, Haverford, Pa., Oct. 30, 1965; "Interesting Educational Activities at the College Today," Haverford College Alumni Association and the Haverford Club of Philadelphia, Philadelphia, Pa., Nov. 3, 1965; "Interesting Aspects of Education at Haverford," New York Haverford Society, New York, N. Y., Nov. 16, 1965; "What Is Happening in Education at Haverford," Haverford Society of Western Pennsylvania, Pittsburgh, Pa., Dec. 28, 1965; "What Is Happening in Education at Haverford," Haverford Alumni Get-Together, Allentown, Pa., Feb. 24, 1966; "The Educational Process at Haver-

ford Today," Haverford Society of Washington, D.C., Mar. 30, 1966; "The Excitement at Haverford Today," Haverford Society of Maryland, Baltimore, Md., Apr. 15, 1966; "The Excitement at Haverford Today," Haverford Society of Connecticut, Hartford, Conn., Apr. 28, 1966; "The Excitement at Haverford Today," Haverford College Alumni Day, Haverford, Pa., May 7, 1966.

Outside Examiner, Franklin and Marshall College, Lancaster, Pa.

Member, Committee on the Line Spectra of the Elements of the National Research Council, Washington, D. C.

Member, Commission 14, Fundamental Spectroscopic Data, International Astronomical Union.

GUTWIRTH, MARCEL

Articles: "Le Rouge et le Noir as Comedy," *The Romanic Review*, Vol. 56, No. 3, pp. 188-194, October 1965.

Reviews: A. R. Evans, "The Literary Art of Eugène Fromentin," *The French Review*, Vol. 29, No. 1, p. 175, October 1965.

HARE, A. PAUL

Parts of Books: "The Dimensions of Social Interaction," *Communication and Culture*, A. G. Smith (Ed.), Holt, Rinehart, and Winston, New York, pp. 88-94, 1966.

"Planning for Utopia — A Sociologist and the Peace Corps," A. B. Shostak (Ed.), *Sociology in Action*, Dorsey, New York, 1966.

Editorial Work: Associate Editor, *Sociological Inquiry*.

Lectures: "A Social-Psychological Analysis of Non-violence," Pennsylvania Sociological Society, State College, Pa., October 1965; "Small Groups," series of four lectures, Department of Psychiatry, Medical School, University of Pennsylvania, Feb.-Mar. 1966; "Cultural Differences in Communication Net Performance," Eastern Sociological Society, Philadelphia, Pa., April 1966; "Cross-Cultural Experiments in Communication," Sociological Honorary Society, Pennsylvania State University, University Park, Pa., May 1966.

President-elect, Pennsylvania Sociological Society, 1965-66.

Member, Visiting Committee on Social Relations, Lehigh University, 1966.

HETZEL, THEODORE B.

Articles: "Observations and Comments," *Indian Truth*, Vol. 42, No. 2, pp. 1-5, September 1965.

"How Can We Help American Indians," *Friends Journal*, Vol. 12, No. 7, pp. 173-174, Apr. 1, 1966.

"Religious Freedom is the Issue," *Indian Truth*, Vol. 43, No. 1, pp. 7-8, June 1966.

Lectures: "Indian Contributions to America's Future," 38th Annual Border Crossing Celebration, Niagara Falls, Ont., July 17, 1965; "Friends and Indians," AFSC Workcamp, Peter Dana Point, Me., Aug. 9, 1965; "About Indians," WQAL, Philadelphia, Pa., Sept. 7, 1965; "Independent and Collective Missionary Activities with American Indians," 16th Annual Meeting of the Catholic Mission Sending Societies, Washington, D.C., Sept. 21, 1965; "Engineering Social Change," Crozer Theological Seminary, Chester, Pa., Nov. 1, 1965; "Indians of the United States," Wilson College Club, Wayne, Pa., Nov. 17 1965; "Indians of the United States," Haverford State Hospital, Haverford, Pa., Feb. 7, 1966; "Indians in Transition," Sociology 42, Haverford College, Haverford, Pa. Feb. 18, 1966; "Farewell to the Senecas," Valley Friends Meeting Adult Forum, King of Prussia, Pa., Feb. 20, 1966; testimony on budgets for Indian health for the Bureau of Indian Affairs, House Subcommittee on Appropriations, Washington, D. C., Mar. 9, 1966; "American Indians," Episcopal Academy, Philadelphia, Pa., Mar. 10, 1966; testimony on budgets for Indian health for the Bureau of Indian Affairs, Senate Subcommittee on Appropriations, Washington, D. C., Mar. 16, 1966; "American Indians Today," Haverford College Collection, Haverford, Pa., Apr. 19, 1966; "American Indian Religion," Bryn Mawr College Interfaith, Bryn Mawr, Pa., May 4, 1966; "Senecas and Other Indians of Today," Hockessin Community Forum, Hockessin, Del., May 13, 1966; testimony on behalf of Taos Indians, Senate Subcommittee on Indian Affairs, Washington, D.C., May 18, 1966; "Indians and Alaskan Natives," The Baldwin School, Bryn Mawr, Pa., May 27, 1966.

Board Member, Indian Rights Association, Philadelphia, Pa.

Board Member, Council on Indian Affairs, Washington, D. C.

Board Member, William Penn Charter School, Philadelphia, Pa.

Board Member, Emlen Institution, Philadelphia, Pa.

Member, American Friends Service Committee, National Indian Program Committee.

Member, Friends Indian Committee.

Member, Seneca Steering Committee.

HUNTER, HOLLAND

Books: with Clair Wilcox, Willis T. Weatherford, and Morton S. Baratz, *Economics of the World Today*, Harcourt, Brace, and World, 2nd edition, 1966.

Articles: "Transport in Soviet and Chinese Development," *Economic Development and Cultural Change*, Vol. 14, No. 1, pp. 71-84, October 1965.

Reviews: John M. Letiche, editor, "A History of Russian Economic Thought," *The Russian Review*, Vol. 25, No. 1, pp. 100-101, January 1966.

Lectures: "The USSR and Eastern Europe: Separate Ways to Socialism," Penn State University, University Park, Pa., Nov. 15, 1965; "Two Ways of Catching Up," Sidwell Friends School, Washington, D. C., Dec. 16, 1965; "Winning in Asia," Young Republicans State Committee, York, Pa., Jan. 22, 1966; "How Shall the U. S. Deal with Communism?" Friends Conference and Vigil, Washington, D. C., Feb. 12, 1966; "The Soviet Economy — History and Outlook," Chatham College, Pittsburgh, Pa., Feb. 17, 1966; "Foreign Trade in Communist Development," Washington State University, Pullman, Washington, Mar. 17, 1966; "Underdeveloped Nations: Can U. S. Aid Succeed?" The Big Question, WFIL, Philadelphia, Pa., May 15, 1966.

Vice President, American Association for the Advancement of Slavic Studies.

Member, School Committee, Haverford Monthly Meeting.

Member, Board of Directors, The Baldwin School.

Senior Staff, The Brookings Institution.

Consultant, The Burroughs Corporation.

Member, Friends Peace Committee, Philadelphia Yearly Meeting.

JOHNSON, NORMA C.

Articles: with Louis C. Green and Eleanor K. Kolchin, "Wave Functions for the Excited States of Neutral Helium," *Physical Review*, Vol. 139, No. 2A, p. A373, July 19, 1965.

with Louis C. Green and Eleanor K. Kolchin, "Oscillator Strengths for Singlet and Triplet Series in Neutral Helium," *The Astrophysical Journal*, Vol. 144, No. 1, p. 369, April 1966.

KATZ, JUDITH K.

Articles: with Samuel Cameron, "A Coordinated Academic-Hospital Approach to College Student Volunteers in a Mental Hospital," *Hospital and Community Psychiatry*, 1966.

Lectures: "Birds and Bees 101: Sex and the College Student," panel discussion sponsored by Women's Student Government, Swarthmore College, Swarthmore, Pa., Dec. 5, 1965.

Associate, American Psychological Association.

LESTER, JOHN A., JR.

Articles: "Report of the Evaluation Team for Colgate University, N. Y.," Middle States Association of Colleges and Secondary Schools, 1966.

Editorial Work: Editor, *The Wellesley Index to Victorian Periodicals, 1824-1900.*

Lectures: panelist, "Is Academic Freedom Possible in the Church-Related Institution?" WCAU, Feb. 20, 1966.

Member of Board, Union Library Catalogue, Philadelphia, Pa.

Member, Middle States Commission on Institutions of Higher Education.

Committeeman (Democratic), 4th Ward, Haverford Township.

LOEWY, ARIEL G.

Articles: "Transamidase Activity of the Enzyme Responsible for Insoluble Fibrin Formation," *Archives of Biochemistry and Biophysics* Vol. 113, p. 435, 1966.

Editorial Work: Member of Editorial Board, Holt, Rinehart and Winston, Inc.

Lectures: "The Phenomenon of Man," Friends Council on Education Conference, Friends Central School, Philadelphia, Pa., Nov. 12, 1965; participant, seminar at Child Study Center, Bryn Mawr College, Bryn Mawr, Pa., Dec. 7, 1965; "The Transamidase Mechanism for the Formation of Insoluble Fibrin," 14th Annual Symposium on Blood, Wayne State University, Detroit, Mich., Jan. 22, 1966; "The Mechanism of Insoluble Fibrin Formation," Department of Biochemical Pharmacology, State University of New York Medical School, Buffalo, N. Y., Feb. 15, 1966.

Participant, conference sponsored by the Training Committee for Reproduction, National Institute of Child Health and Human Development.

Participant, Conference on Problems in Education, American Friends Service Committee, for Quaker Educators and Board Members, Washington, D. C.

Member, Commission and the Executive Committee of the Commission on Undergraduate Education in the Biological Sciences.

Participant in a number of demonstrations and vigils protesting the war in Vietnam.

LYONS, JAMES W.

Articles: "A Sense of Community by Way of Union," *The Bulletin of the Association of College Unions*, Vol. 33, No. 5, p. 7, December 1965.

"After Rebellion — What?" *The Bulletin of the Association of College Unions*, Vol. 34, No. 1, p. 6, February 1966.

Editorial Work: Editor, "Review of Union Special Studies," a supplement of the *Bulletin of the Association of College Unions*.

Lectures: "The Sense of Community," dedication address, Manchester College Union, Manchester College, North Manchester, Ind., Oct. 9, 1965; "Some Advices to Parents," Penn Charter School, Philadelphia, Pa., Oct. 12, 1965; "Students Are Human," Rotary Club, Concordville, Pa., Oct. 20, 1965; "Student Activists — Some New Developments," Pennsylvania Association of Student Personnel Administrators, Boiling Springs, Pa., Nov. 8, 1965; "Some Psychological Implications of Changing Adolescent Sexual Attitudes," Human Relations Lectures, George School, Bucks County, Pa., Feb. 7, 1966; "The College Union as the Center for Political Action," Association of College Unions Annual Conference, New Orleans, La., Apr. 6, 1966; "Youth In Protest, Anarchy or New Order?" Hartford Seminary Foundation Lecture Series, Hartford, Conn., May 1, 1966; "New Developments at Haverford," Haverford Club of New Jersey, Princeton, N. J., May 13, 1966.

Chairman, National College Program Committee, American Friends Service Committee.

Chairman, Research Committee, Association of College Unions.

Member, Executive Committee, Pennsylvania Association of Student Personnel Administrators.

Member, Professional Development Committee, Association of College Unions.

Member, American College Personnel Association.

Member, American Personnel and Guidance Association.

Member, Association for Higher Education.

Member, Ardmore Rotary Club.

MAC CAFFREY, WALLACE T.

Reviews: E. Moir, "The Discovery of Britain: The English Tourists, 1540-1840," *American Historical Review*, October 1965.

J. D. Chambers, "Laxton: The Last English Open Field Village," *American Historical Review*, July 1965.

Lectures: "Public Opinion and Elizabethan Politics," Wilson College, Mar. 15, 1966.

Member, Nominating Committee, American Historical Association.

Member, Regional Committee, Woodrow Wilson Foundation.

Member, Selection Committee for Fellowships, American Council of Learned Societies.

MAC KAY, COLIN F.

Books: with W. H. Hamill and R. R. Williams, Jr., *Principles of Physical Chemistry*, (2nd edition) Prentice-Hall Inc., Englewood Cliffs, N. J., 1966.

Articles: with J. Dubrin, H. E. Rosenberg, and R. L. Wolfgang, "The Effects of Kinetic Energy on the Reactions of Nucleogenic Carbon Atoms with Hydrocarbons," *Chemical Effects of Nuclear Transformations*, Vol. 1, p. 133, I.A.E.A., Vienna, 1965.

with J. E. Nicholas and R. L. Wolfgang, "Reaction of Thermal Carbon Atoms in Solids. Relation to Properties of Vapor-Deposited Carbon," *Journal of the American Chemical Society*, Vol. 87, p. 3008, 1965.

with J. Dubrin and R. L. Wolfgang, "Reactions of Atomic Nitrogen in Quadruplet and Doublet States," *Journal of Chemical Physics*, Vol. 44, p. 2208, 1966.

with T. Rose and R. L. Wolfgang, "Reaction of Free Carbon Atoms with Cyclopentadiene," *Journal of the American Chemical Society*, Vol. 88, p. 1064, 1966.

with J. E. Nicholas and R. L. Wolfgang, "Evidence for the Formation and Reaction of Methylene," *Journal of the American Chemical Society*, Vol. 88, p. 1065, 1966.

with J. E. Nicholas and R. L. Wolfgang, "The Reactions of Thermal Carbon Atoms in Rare Gas — Ethylene Matrices," *Journal of the American Chemical Society*, Vol. 88, p. 1610, 1966.

Lectures: "Reactions of Nitrogen Atoms in the Doublet and Quartet States," 150th Meeting of American Chemical Society, Atlantic City, N. J., September 1965; "The Reactions of Free Carbon and Nitrogen Atoms with Hydrogen and Some of its Derivatives," Bryn Mawr College, Bryn Mawr, Pa., Nov. 5, 1965; "Free Carbon Atom Chemistry," American Institute of Chemists, Philadelphia, Pa., Nov. 16, 1965; "Reactions of Hot and Thermal Carbon Atoms," Temple University, Philadelphia, Pa., Feb. 10, 1966.

MATACIC, SLAVICA

Articles: with A. G. Loewy and J. D. Darnell, "Transamidase Activity of the Enzyme Responsible for Insoluble Fibrin Formation," *Archives of Biochemistry and Biophysics*, Vol. 113, p. 435, 1966.

MILLER, DOUGLAS

Lectures: "Studying Massive Bosons with an Electron Beam," Nuclear Physics Division, Argonne National Laboratory, Lemont, Ill., July 1965; "Track Identification in Wire Chambers," Users Group, Cambridge Electron Accelerator, Cambridge, Mass., August 1965; "Boson Spectroscopy," Physics Seminar, Bryn Mawr College, Bryn Mawr, Pa., November 1965; "An Economic Data Handler for Wire Chambers," Electronics Group, Pennsylvania-Princeton Accelerator, Princeton, N. J., March 1966.

Member, Group to Study Elastic and Inelastic Neutron-Proton Scattering, Pennsylvania-Princeton Accelerator.

Member, Group to Study Boson Production in Meson-Proton Interactions, Brookhaven National Laboratory.

Chairman, Ph.D. Examination Committee, Harvard University.

NACHMIAS, VIVIANNE T.

Articles: "Formation of New Surface by the Ameba *Chaos Choas*," *The Journal of Cell Biology*, Vol. 27, No. 2, 71A, 1965.

Editorial Work: Reviewed manuscript for *Experimental Cell Research*,

Member, American Society of Cell Biologists.

Co-chairman, Trees Committee, Garden Court Community Association.

Chairman, Kindergarten Volunteers of H. C. Lea School.

Member, Citizen's Committee on Public Education in Philadelphia; Committee on Pre-School Education.

OAKLEY, CLETUS O.

Books: with C. B. Allendoerfer, *Principles of Mathematics*, Japanese language edition, Tokyo, 1966.

Parts of Books: "Background Mathematics for Primary School Teachers," "Mathematics for Primary Teachers; Guide for Parents and Teachers."

Pamphlets: *Notes on Trigonometry*, for Hobart Matriculation High School.

Articles: "World Changes in School Mathematics," *Curriculum News*, Vol. 4, No. 4, November 1965.

"What Parts and How Much Symbolic Logic Should be Taught up to Matriculation?," *Tasmanian Education*, Vol. 17, No. 3, December 1965.

"The Role of Modern Algebras in Pre-Tertiary Education," *Curriculum News*, Vol. 5, 1966.

with Kevin Wilson, "Some Observations on Rational Numbers," *Curriculum News*, Vol. 5, 1966.

with Kenneth Axton, "Puzzles with Thirty Cubes," *Curriculum News*, Vol. 5, 1966.

with Kevin Wilson, "Problems with Shapes formed from Cubes," *Curriculum News*, Vol. 5, 1966.

Lectures: Twenty-seven lectures to secondary school teachers in Australia and Hawaii; 15 lectures at the universities of Australia; nine television programs for high school and primary school teachers; re-run of 30 tv tapes made in Western Australia.

Life Member, Mathematical Association of Western Australia.

Honorary Life Member, Mathematical Association of Tasmania.

PARKER, FRANCIS H.

Lectures: "God's Independence of the World," Phi Beta Club, Philadelphia, Pa., Oct. 28, 1965; "The Story of Man in Greek Philosophy," William James Forum, Washington College, Chestertown, Md., Oct. 29, 1965; "Ten Great World Views," course of lectures, Main Line School Night, Radnor Junior High School, Wayne, Pa., 1st semester 1965-66; panelist, seminar on Teilhard de Chardin, Friends Council on Education, Friends Central School, Philadelphia, Pa., Nov. 12, 1965; "The Story of Man in Greek Philosophy," Philosophy Club, Franklin and Marshall College, Lancaster, Pa., Mar. 9, 1966; "Greek Philosophy and the Human Condition," second annual Suarez Lecture, Spring Hill College, Mobile, Ala., Mar. 13, 1966; "Modern Philosophy and the Human Condition," Jesuit House of Studies, Mobile, Ala., Mar. 14, 1966; "Realism — Without Error?," Fullerton Club, Bryn Mawr College, Bryn Mawr, Pa., May 14, 1966.

Member, Friends Educational Research Committee.

Visiting lecturer in Philosophy, Bryn Mawr College, 1965-66.

PEPINSKY, ABRAHAM

Reviews: C. A. Taylor, "The Physics of Musical Sounds," *Journal of the Franklin Institute*, Vol. 281, No. 5, pp. 428-429, May 1966.

Lectures: "The Psychology of Music," seminar on music education in Asia, All-Japan Music Education Society, Tokyo, Japan.

PERLOE, SIDNEY I.

Lectures: "Attitude Change in College Students," Psi Chi, psychology honorary society, Beaver College, Glenside, Pa., February 1966.

Discussant, symposium on attitude change, Eastern Psychological Association Convention, New York, N. Y., April 1966.

PERRY, CHARLES

Editorial Work: Editor, *Founders Bell*.

Moderator, Session of American Alumni Council, District II, Atlantic City, N.J., Jan. 20, 1966.

Member, American Friends Service Committee, Refugee Program Committee.

Member, Committee in Charge of Westtown School.

Member, National Association of Fund Raisers.

PFUND, HARRY W.

Reviews: Marvin L. Brown, Jr., "Baroness von Riedesel and the American Revolution — Journal and Correspondence of a Tour of Duty 1776-1783," *American German Review*, Vol. 31, No. 6, p. 39, August/September 1965.

Editorial Work: Associate Editor, *American German Review*.

Lectures: Address, General von Steuben Anniversary Celebration, Independence Hall, Philadelphia, Pa., Sept. 26, 1965.

German Academic Exchange Lecturer, German universities, summer 1966.

President, National Carl Schurz Association, Philadelphia, Pa.

Vice President and Chairman, Library Committee, German Society of Pennsylvania, Philadelphia, Pa.

Trustee, Mary E. Seibert Kahl Foundation, Philadelphia, Pa.

Member, Board of Directors, Pennsylvania German Folklore Society, Allentown, Pa.

Member, Board of Overseers, Erstes Deutsches Reichswaisenhaus, Lahr, Black Forest, Germany.

POST, L. ARNOLD

Editorial Work: Editor, Loeb Classical Library. Apollinaris Sidonius, *Poems and Letters*, Vol. II; Aristotle, *History of Animals*, Vol. I; Josephus, *Works*, Vol. IX: *Jewish Antiquities*, Books XVIII-XX; Heinemann, London and Harvard University Press, Cambridge, Mass.

Lectures: "New Scenes from Menander," Classical Club of Philadelphia, Nov. 5, 1965.

REESE, WILLIAM H.

Lectures: "Cantatas and Works for Smaller Ensemble by Buxtehude and Schutz," American Guild of Organists, Wallingford, Pa., Jan. 15, 1966.

Conductor, Heinrich Schutz Singers, German Embassy, Washington, D. C., Jan. 8, 1966.

Conductor, Donizetti Requiem, 1st American performance with chorus, soloists and orchestra, Haverford College, Haverford, Pa., Jan. 9, 1966.

ROSE, EDGAR SMITH

Articles: "The Anatomy of Imagination," *College English*, Vol. 27, pp. 346-354, February 1966.

Lectures: "Understanding Poetry," St. Joseph's College, Philadelphia, Pa., Oct. 30, 1965; "Musings on the Humanities," alumni group, Haverford College, Haverford, Pa., Nov. 8, 1965; "The Same Stream; or, English at Haverford," annual dinner meeting of the board, faculty, and administration of Haverford College, Jan. 28, 1966.

Member, College English Association.

Member, National Council of Teachers of English.

Member, Modern Language Association.

Member, The American Society for Aesthetics.

SARGENT, RALPH M.

Articles: "Hugh Exton Stone, 1871-1964," *Bartonia*, No. 34, pp. 3-4, 1965.

Reviews: F. H. Montgomery, "Native Wild Plants of Northeastern United States and Eastern Canada," *Frontiers*, Vol. 30, No. 4, pp. 126-127, April 1966
F. H. Montgomery, "Weeds of the Northern United States and Canada," *Frontiers*, Vol. 30, No. 4, pp. 126-127, April 1966.

Editorial Work: William Shakespeare, *As You Like It*, 2nd edition, Revised, Penguin, 1966.

Lecturers: "Take All My Loves," Highlands Community Theatre, Highlands, N.C., Aug. 13, 14, 20, 21, 1965; "Summer Flowers of the Southern Mountains," Highlands Biological Station, Highlands, N.C., Aug. 19 1965; "The Compositae: A Study of the Daisy Family in the Eastern United States," Philadelphia Botanical Club, Academy of Natural Sciences, Philadelphia, Pa., Jan. 27, 1966; "Teaching Shakespeare in College," School and College Conference on English, New York, N.Y., Feb. 12, 1966; "This Garden England," English Speaking Union, St. Joseph's College, Philadelphia, Pa., Mar. 23, 1966; "Flowering Endemics of the Southern Appalachians," Wild Flower Pilgrimage, Great Smoky Mountains National Park, N.C.-Tenn., Apr. 29, 1966.

Trustee, Highlands Biological Station, Highlands, N.C.

Vice President, Philadelphia Botanical Club, Philadelphia, Pa.

Member, Highlands Committee, Nature Conservancy, Highlands, N.C.

Member, Board, Friends of Tyler Arboretum, Lima, Pa.

SCOTT, WILLIAM C.

Editorial Work: Assistant Editor, *Report of the Colloquium on the Classics in Education*, 1965.

Lectures: Panelist, "Future of Classics in Education," Franklin & Marshall College, Lancaster, Pa., Oct. 23, 1965.

Member and General Secretary, Colloquium on the Classics in Education, London, August 1965.

SELOVE, FAY AJZENBERG

Pamphlets: with COPFIC Committee, *Toward Excellence in Physics*, Report from Four Public Colleges and Universities, American Institute of Physics, Publ. No. R-183, 1965; with COPFIC Committee, *Final Report of the Committee on Physics Faculties in Colleges*, American Institute of Physics, Publ. No. R-186, 1965.

Articles: with J. W. Watson and R. Middleton, "Alpha Particles from the Triton Bombardment of Li^7 , C^{12} and O^{16} ," *Physical Review*, Vol. 139, pp. B592-596, 1965.

with J. W. Watson and R. Middleton, "A New Excited State of Li^8 ," *Physics Letters*, Vol. 18, pp. 302-304, 1965.

"Summary of Results in the COPFIC Study," *American Journal of Physics*, Vol. 33, pp. 774-775, 1965.

with J. L. Wiza, "Energy Levels of S^{31} ," *Physical Review*, Vol. 143, pp. 853-855, 1966.

with E. T. Hazzard and P. V. Hewka, "Alphas from the Deuteron Bombardment of Be^9 and C^{12} ," *Nuclear Physics*, Vol. 75, pp. 592-598, 1966.

with C. D. Zafiratos and F. S. Dietrich, "The $B^{10}(He^3,n)N^{12}$ Reaction," *Nuclear Physics*, Vol. 77, pp. 81-91, 1966.

with T. Lauritsen, "Energy Levels of Light Nuclei (VII)," *Nuclear Physics*, Vol. 78, pp. 1-176, 1966.

with S. H. Maxman, "States of Mo^{97} ," *Bulletin of the American Physical Society*, Vol. 11, p. 318, 1966.

with N. Mangelson, M. F. Reed and C. C. Lu, "Tritons from the He^3 Bombardment of Li^6 , B^{10} , Mg^{24} and Si^{28} ," *Bulletin of the American Physical Society*, Vol. 11, p. 350, 1966.

Lectures: "Around the World in 38 Days," Lawrence Radiation Laboratory, Berkeley, Calif., Oct. 19, 1965; "The Light Isobars," Lawrence Radiation Laboratory, Berkeley, Calif., Dec. 15, 1965; "The Light Isobars," Stanford University, Stanford, Calif., Jan. 6, 1966; "Nuclear Structure Physics in the USSR," Rice University, Houston, Texas, May 11, 1966; "Experimental Evidence in the Light Nuclei," Rice University, Houston, Texas, May 11, 1966; "Order and Disorder in Elementary Particles," Bennington College, Bennington, Vt., May 16, 1966; "A Scientific Exchange with the USSR," Bennington College, Bennington, Vt., May 17, 1966.

Fellow, J. Simon Guggenheim Memorial Foundation, Lawrence Radiation Laboratory, Berkeley, Calif., 1965-66.

Chairman, Nuclear Physics Session, Los Angeles meetings, American Physical Society, Dec. 21, 1965.

Member, United States Atomic Energy Commission Delegation on Low Energy Nuclear Physics to the Soviet Union, Feb. 4-20, 1966.

Member, Committee on the Visiting Scientists Program, American Association of Physics Teachers and American Institute of Physics.

Member, Advisory Committee on Manpower, American Institute of Physics.

Guest Associate Physicist, Brookhaven National Laboratory, Upton, L.I., N.Y.

Grantee, National Science Foundation, Washington, D.C.

SHEPPARD, WILLIAM E., II

Articles: "Fund Raising as an Added Function for Hospital Administrators," *Hospital Topics*, Vol. 23, No. 2, pp. 27-28, February 1966.

Editorial Work: Editor, *The Monthly Portfolio*, The Fund Raising Institute, 1966.
Alumni Editor, *Haverford Horizons*.

Contributor to "Out of the Mail Bag," *The Reporter of Direct Mail Advertising*.

Lectures: "Haverford Today," alumni meeting at Ann Arbor, Mich., Sept. 9, 1965; "Trends in Fund Raising," National Seminar on Hospital Fund Raising, Miami Beach, Fla., Sept. 21, 1965; "Haverford Today," Haverford Society of the Southwest, Houston, Tex., Nov. 6, 1965; "Alumni Office versus Development Office — Conflict or Cooperation?," American Alumni Council, District II, Atlantic City, N. J., Jan. 19, 1966; "How To Write Fund Raising Letters," Boston Direct Mail Day, Boston, Mass., Mar. 1, 1966; "Salary and Status of Fund Raisers — An Analysis," New York Society of Fund Raisers, New York, N. Y., Apr. 14, 1966.

SLATER, C. PETER

Articles: "The Religious Basis for Social Action," *Friends Journal*, Vol. 12, No. 6, pp. 140-142, March 1966.

Lectures: "Theravada Buddhism," Nether Providence Community Classes, Wallingford, Pa., Oct. 25, 1965; "Mahayana Buddhism," Nether Providence Community Classes, Wallingford, Pa., Nov. 1, 1965; "Parables and Analogues," Philadelphia Theological Colloquium, Haverford, Pa., Jan. 21, 1966; "The Christian Faith in a Changing World," St. Mary's Episcopal Church, Ardmore, Pa., Feb. 20, 1966; "The Ecumenical Movement," "What Does it Mean to be Religious?," "Buddhism in America," "Islam in America," "Is God Dead?," Religious Emphasis Week, West Liberty State College, West Liberty, W. Va., Mar. 21-23, 1966; "The So-Called Death of God Theology," Havertown Ministerium, Manoa, Pa., Apr. 14, 1966; "The New Theology," St. Mary's Episcopal Church, Ardmore, Pa., Apr. 19, 1966; "God is Dead and You Killed Him," Bryn Mawr Student Christian Movement, Bryn Mawr, Pa., Apr. 25, 1966; "The New Theology," St. Mary's Episcopal Church, Ardmore, Pa., May 3, 1966; "The New Theology," St. Mary's Episcopal Church, Ardmore, Pa., May 17, 1966.

Visiting Lecturer in the History of Religions, Swarthmore College.

Post-doctoral Fellow and Ford Foundation Faculty Fellow, University of Wisconsin.

Regional Secretary and Fellow of the Society for Religion in Higher Education.

Chairman, Philadelphia Theological Colloquium.

SMITH, CHARLES W.

Books: Introduction to Bookkeeping, East African Publishing House, 1966.

Parts of Books: "Elementary Bookkeeping," Handbook for Adult Studies Centre, Makerere University College, Kampala, Uganda, 1966.

Lectures: "Elementary Bookkeeping," a course at Makerere University College, Kampala, Uganda; "Intermediate Bookkeeping," a course at Makerere University College, Kampala, Uganda; "God's Plan for the Future," series of four addresses, Kampala Baptist Church, Kampala, Uganda, September 1965.

Member, Pennsylvania Certified Public Accountants.

Member, Institute of Chartered Accountants, England.

Member, Chartered Institute of Secretaries, England.

SPIELMAN, JOHN P., JR.

Reviews: Theo Gehling, "Ein Europaischer Diplomat am Kaiserhof zu Wien: Francois Louis de Pesme, Seigneur de Saint-Saphorin, als Englischer Resident am Wiener Hof, 1718-1727," *Journal of Modern History*, Vol. 37, No. 3, p. 371, September 1965.

Lectures: "The Baroque Personality," annual meeting of History Department, Ursinus College, Collegeville, Pa., Apr. 25, 1966.

Member, American Historical Association.

Member, Society for French Historical Studies.

Member, American Association of University Professors.

STEERE, DOUGLAS V.

Parts of Books: Introduction and chapter, "Common Frontiers in Catholic and Non-Catholic Spirituality," *Protestants and Catholics on the Spiritual Life*, Liturgical Press, Collegeville, Minn., 1966.

"Quaker-Roman Catholic Ecumenical Encounter," *No Time But This Present*, Friends World Committee, Birmingham, Eng., 1965.

Pamphlets: *Bethlehem Revisited*, Pendle Hill Pamphlet, Wallingford, Pa., 1965. *Quakers and the Inward Journey*, Indiana Yearly Meeting, Richmond, Ind., 1965.

Journals from Rome: 1965, I, II, and III, Friends World Committee, Birmingham, Eng., and Philadelphia, Pa., 1965.

Articles: "A Tattered Company," *Friends World News*, No. 77, p. 170, December 1965.

"Peace, War and Conscientious Objection, (Vatican Council Deliberations)," *Friends World News*, No. 78, pp. 10-12, April 1966.

"Journals from Rome," *The Friend*, also *Friends Journal* and *Quaker Life*, 1965-66.

Reviews: George Lindbeck, "Dialogue on the Way," *Religion in Life*, Vol. 35, No. 2, pp. 293-294, spring 1966.

Richard Kelly, "The Eternal Promise," *Friends Journal*, pp. 233-234, May 1966.

Editorial Work: Editorial board, *Religion in Life*.

Lectures: "Religion in my Work," national gathering of Quaker men, Whittier, Calif., July 10, 1965; "Religion in My World," national gathering of Quaker men, Whittier, Calif., July 11, 1965; "Quakers and the Inward Journey," Indiana Yearly Meeting, 1965; "The Silence that Lives," Lake Erie Yearly Meeting, 1965; "Report on the Vatican Council," Meeting for Sufferings of London Yearly Meeting, London, Oct. 1, 1965; "The Fourth Session of the Vatican Council," West Berlin, Dec. 10, 1965, also East Berlin, Dec. 11, 1965, Amsterdam, Dec. 13, 1965 and Dublin, Dec. 19, 1965; "Ecumenical Report," Philadelphia Council of Churches, Philadelphia, Pa., Jan. 16, 1966; "Ecumenism Looks to the Future," Washington, D.C. Ecumenical Council, Georgetown, Va., Jan. 19, 1966; Danforth Lecturer, Association of American Colleges: Ferris State University, Southern Colorado State University, Taber College, Western College for Women, Bluffton College, DePaw University, Macalester College, St. Olaf's College, St. Michael's College, Salem College, Marietta College; lectures to Quaker groups on Vatican Council II: Denver, Colo.; Muncie, Ind.; Clear Creek Meeting, Richmond, Ind.; Barnesville, O. Friends Boarding School; Philadelphia Yearly Meeting; South-Eastern Yearly Meeting, Orlando, Fla.; AFSC International Affairs Seminar, Washington, D.C.; Seminar on Ecumenism, Cape May, N.J.; Rajpur, U.P., India; "Is There an Intellectually Stateable Residue in Mystical Experience?," symposium on Mysticism and Society, Frank Weil Foundation for Religion and the Humanities, Cincinnati, O., Apr. 19, 1966; "Nurture of Inward Life," (3 lectures) General Conference of Friends of India, Rajpur, Dehra Dun, U.P., India, May 25-28, 1966; "Ecumenism and Spirituality: the Non-Catholic Accent," Trinity College, Washington, D.C., June 18, 1966; "What Does it Mean to be Present Where We Are?," opening lecture, Cape May, N.J. Conference, June 24, 1966.

Sermons: Six worship services for Quadrennial Convocation of Christian Colleges, Earlham College, Richmond, Ind., June 19-23, 1966.

Chairman, Board of Managers, Pendle Hill.

Chairman, Friends World Committee for Consultation.

Vice Chairman, International Fellowship of Reconciliation.

Member, Board of Trustees, John Woolman Memorial.

Member, Board of Trustees, Wainwright House.

Member, Board of Trustees, Lewis M. Stevens Conference Foundation of Philadelphia.

Member, Board of Trustees, Binder-Schweitzer Amazonian Hospital Foundation.

Member, Board of Trustees, School of Religion, Earlham College.

Member, Board of Trustees, Freundschaftsheim, Buckeburg, Germany.

SWAN, ALFRED J.

Books: *Das Leben Nikolai Medtner's (1880-1951)*, *Musik des Ostens*, Vol. 4, Barenreiter-Verlag, Kassel-Wilhelmshöhe.

Published Compositions: Score of Quartets Nos. 3 and 4, W. Paxton and Co., Ltd., London, Eng.

"Dostoino yest," from *Liturgy* (1960) No. 93, Orthodox Press, Berkeley, Calif.

Performances: Concert of a number of choral and instrumental works, WUHY-FM. *Introduction and Allegro for String Orchestra (In memory of Edward Elgar)*, Philadelphia premiere, May 4, 1966.

Articles: "Svetloi Pamiati Anny Mihailovny Medtner," *Rossiya*, Dec. 17, 1965.

Lectures: "English Music from the Tudors to the Present Time," Centre Universitaire, Nice, France, July 14-21, 1965; "Music History," 20 lectures, Main Line School Night, Lower Merion High School, Ardmore, Pa., Sept. to Nov. 1965 and Feb. to Apr. 1966.

TEAF, HOWARD M., JR.

Lectures: "The Present State of the Economy," WCAU radio panel, Philadelphia, Pa., July 22, 1965; "Foreign Aid — United States Governmental Assistance Abroad," Eastern Baptist College, St. Davids, Pa., Mar. 16, 1966.

American Friends Service Committee: Board of Directors, Program Priorities Committee, International Services and Affairs Executive Committee, Social and Technical Assistance Program Committee, Volunteers for International Service Program Committee.

Labor arbitration. Member, National Academy of Arbitrators.

Trustee and Member, Executive Committee, American Freedom from Hunger Foundation.

Director, Oxford Finance Companies, Inc.

THOMPSON, CRAIG R.

Books: *The Colloquies of Erasmus*, University of Chicago Press, 1965, second printing.

Reviews: Donald B. King and H. David Rix, translators, "On Copia of Words and Ideas," by Desiderius Erasmus of Rotterdam, *Shakespeare Quarterly*, Vol. 16. pp. 268-269, 1965.

Lectures: "Assumptions in the Study of Renaissance Literature," University of Maryland, College Park, Md., Dec. 7, 1965; "Better Teachers than Scotus or Aquinas," New England Renaissance Conference, Massachusetts Institute of Technology, Cambridge, Mass., Apr. 29-30, 1966.

President, American Society for Reformation Research, 1965.

President, Association of Princeton Graduate Alumni.

Member, Advisory Council, Renaissance Society of America.

Member, Advisory Council, Committee on Renaissance Translations and Commentaries.

Consultant, Centre for Reformation and Renaissance Studies, Victoria University, Toronto, May 1966.

Fellow, Folger Library, summer 1965.

Honorary Doctor of Literature, Dickinson College, June 1966.

THORPE, JOHN A.

Articles: "On the Curvatures of Riemannian Manifolds," *Illinois Journal of Mathematics*, Vol. 10, No. 2, June 1966.

Lectures: "Curvature of 4-Manifolds," Cornell University, Ithaca, N. Y., Oct. 21, 1965; "Normal Forms for Curvature Tensors of 4-Manifolds," Lehigh University, Bethlehem, Pa., Dec. 1, 1965.

Member, American Mathematical Society.

Member, Mathematical Association of America.

TREYZ, GEORGE I.

Disertation: *Effects of Alternative Fiscal Policies on the National Economy: A Flexible Econometric Approach.*

Participant, National Science Foundation Research, University of Pennsylvania, June-September 1966.

Member, American Economic Association.

Member, Econometric Society.

WALTER, ROBERT I.

Articles: "The Changing Curriculum in Chemistry: Some Contemporary Developments," *Journal of Chemical Education*, Vol. 42, p. 524, 1965.

with T. Nelson Baker, Ill, William P. Doherty, William S. Kelley, William Newmeyer, Joseph E. Rogers, Jr., and Richard E. Spalding, "Electrophilic Substitution Reactions of Triphenylamine," *Journal of Organic Chemistry*, Vol. 30, p. 3714, 1965

"Substituent Effects in Stable Aromatic Free Radicals. The Criterion for Non-Hammett Behavior," *Journal of the American Chemical Society*, Vol. 88, p. 1923, 1966.

"Substituent Effects in Stable Aromatic Free Radicals. An L.C.A.O.-M.O. Treatment," *Journal of the American Chemical Society*, Vol. 88, p. 1930, 1966.

Lectures: "The Changing Curriculum in Chemistry," 150th Meeting, American Chemical Society, Atlantic City, N.J., Sept. 13, 1965; "An NMR Study of Bromination Products of 4,4',4"-trisubstituted Triphenylamines," American Chemical Society Middle Atlantic Regional Meeting, Philadelphia, Pa., Feb. 4, 1966; "Teaching Applications of Information from ESR Spectroscopy," 15th annual meeting, Pennsylvania Association of College Chemistry Teachers, Villanova University, Villanova, Pa., Apr. 16, 1966.

Member, Committee on Curriculum, Division of Chemical Education, American Chemical Society.

Member, Program Committee, Division of Chemical Education, American Chemical Society.

Member, Middle States Evaluation Team, Rosary Hill College, Buffalo, N.Y., Oct. 25-27, 1965.

Member, Advisory Council on College Chemistry Conference, Washington, D.C., Jan. 20-21, 1966.

Visiting Scientist, Division of Chemical Education, American Chemical Society.

YAN, CHIOU-SHUANG

Phamphlets: "Optimal Investment and Technical Progress," Institute Paper No. 131, Herman Krannert Graduate School of Industrial Administration, Purdue University, April 1966.

Articles: "Economic Interrelatedness," *The Review of Economic Studies*, Vol. 32, No. 4, pp. 299-310, October 1965.

REPORT of the TREASURER

PRESENTED AT THE ANNUAL MEETING OF THE CORPORATION OF
HAVERFORD COLLEGE, OCTOBER 18, 1966

I am pleased to submit to the Corporation this year a newly designed Treasurer's report. Due to unforeseen delays, the auditors are presenting a preliminary report at this time, their final and full report to follow shortly; this will, when submitted, become a part of the record.

OPERATIONS

This year Charles Smith, our new and able comptroller, and I are presenting a combined report setting forth both the normal operating statement with a more detailed statement of income and expenditures from both general and restricted funds. In its new form the statement will conform in outline to the budget, and will also be readily adaptable to answering the increasing number of questionnaires and other forms from government and from foundations.

I am happy to report that we have turned the corner — with total income from general operating funds of \$2,646,903.91 and expenses of \$2,646,802.60, thus leaving a surplus of precisely \$101.31. It was interesting to note again this year the amount of scholarship aid which accompanies the rather considerable cost of tuition. The tuition income was \$914,445, and direct student aid \$245,461 or 27%. In addition \$22,169.26 was given in student employment.

The net figure for Alumni Annual Giving rose from \$142,124 of a year ago to \$158,789; again I should like to stress the importance to the College of this loyal support from our alumni, and our continuing gratitude to them for this not inconsiderable annual fund.

Operating income from funds this year was \$641,635 which is not much above a year ago, due in large part to the lesser number of small stock dividends paid during the year, \$16,600 as against \$50,081 last year.

Total income from all of our funds and trusts rose again to a new high of \$891,831 and the total income from the William Maul Measey Trust, of which the College is the beneficiary for student aid and overhead to the extent of 60%, also rose from \$89,308 to \$100,796.

While preparing this report, I happened to run across a memorandum prepared by my predecessor, J. Henry Scattergood, which briefed the operating statement of his first year as treasurer, forty-nine years ago. It was — total receipts at the College \$74,671 and investment income \$122,095 and total expenses of running the College \$180,448, about 1/15th of the present operating figure.

DONATIONS

Annual donations for specific purposes (in addition to Annual Giving cited above) from corporations, foundations and various individuals amounted to \$156,734 and for sponsored research \$264,445, largely from the National Institutes of Health and National Science Foundation. We are exceedingly grateful, also, that there were during the fiscal year two very large anonymous donations, one reported last fall of \$506,450 and another in trust of \$315,000. In addition to these, there were donations and bequests for addition to funds totaling \$54,358; also a bequest from Francis Strawbridge, during his lifetime a most generous donor to the College, of \$15,000 was transferred to the Library project, as was another anonymous gift of \$67,812.

The \$2,000,000 Library project has been brought to an almost wholly successful conclusion through the tireless efforts of James P. Magill; the very substantial gifts from a relatively few individuals, made to it during the past two years, will be accounted for next year when a full report will be made on that building.

ENDOWMENT

One advantage in the decline of the stock market is the nicer figure that treasurers may set forth in their reports as to the rate of return obtained on market values. This year for our consolidated investments (less College real estate) this figure was 4.35% as against 3.92% for last year.

Of course, the converse to the rise of the rate of return is the decline in the unit value which dropped from 29.55 to 28.06, a decline of only 5%. However, the income per unit which was \$1.05 a year ago increased to \$1.13 this year for a 7½% gain. The Philips account, \$5,084,672 market value at the end of 1966, represented a decline of only 1.38% over that of a year ago.

In figures rather than units or percentages, the market value of all of our funds (except the Measey Trust) as of June 30, 1966 was

\$22,466,327 and the book value of these funds was \$16,587,446, up from last year because of the realization of a considerable amount of capital gains. To trace the real course of the investments it is necessary to arrive at the original cost of these investments and there should be deducted from the above book value \$5,821,331 of realized capital gains making the cost figure \$10,766,115.

It is, as usual, interesting to note the percentages of the categories of investment in our consolidated funds at market value. Bonds were up from 22.29% last year to 28.41% this year; common stocks were down from 65.36% last year to 61.94% this year; preferred stocks also declined from 6.70% to 3.23% (largely by reason of the calling of a considerable holding of Leeds and Northrup preferred stock); mortgages rose from .63% to 1.08%; College real estate remained at about the same, 4.30% last year, 4.38% this year; miscellaneous up from .72% to .96%.

CONCLUSION

I am much encouraged by this year's report including some factors of which I have not spoken. We have much more nearly than in years previously adhered to the budget submitted the previous May; we have absorbed the considerable expense of operating Stokes Hall and a new dormitory; we have paid the not inconsiderable interest and a beginning of amortization on the bonds held by the government on the new South Dormitory; we have maintained the physical campus plant and houses in at least a moderate state of wellbeing — we are never finished with old buildings such as are a good number of ours; and we have arrived at an infinitesimal surplus, but a surplus none the less.

A large part of the credit for this must be given to Charles Smith who took over as comptroller last October with unusual smoothness and has proved to be a comptroller who controls and an accurate and imaginative accountant. We are indeed fortunate in having him in charge of our business and accounting affairs.

Respectfully submitted,

WM. MORRIS MAIER
TREASURER

Lawrence E. Brown & Company

ESTABLISHED 1882

Certified Public Accountants

WIN DILL
ETW JOHNSTON
SON R BROWN, JR
RT F ZANGER

1917 FIDELITY-PHILADELPHIA TRUST BUILDING

PHILADELPHIA

December 9, 1966

To the Board of Managers
The Corporation of Haverford College
Haverford, Pennsylvania

Gentlemen:

We have examined the balance sheet of The Corporation of Haverford College as of June 30, 1966, and the related statements of income and expenses and report on the funds, including the loan funds, for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

The accounting practices followed by the College differ in certain respects from the generally accepted accounting principles usually followed by business enterprises organized for profit. Land, buildings, improvements, furniture and equipment are written off as their cost is funded. Therefore, the plant section of the balance sheet shows these assets at no value, and depreciation accounting for these assets is not applicable. Income from investments is recorded when received, therefore, accrued income on investments is not reflected in the statements.

In our opinion, subject to the above comment relating to land, buildings, improvements, furniture and equipment and accrued income on investments, the accompanying balance sheet and the related statements of income and expenses and report on the funds, including the loan funds, present fairly the financial position of The Corporation of Haverford College at June 30, 1966, and the results of its operations for the year then ended, in conformity with generally accepted accounting principles, applied on a basis consistent with that of the preceding year.

We submit the following comments on the operations for the year, the financial position at June 30, 1966, and a brief indication of the extent of our examination.

OPERATIONS

The statement of income and expenses has been revised from that of the preceding year, and a new statement, summary of fund balances, has been added, and is attached hereto as Statement "C." We believe that these changes are a great improvement in the reporting of College operations.

The operations of the general fund resulted in an excess of income over expenses of \$101.31. This amount was transferred to the income reserve fund, as shown in Statement "C."

The operations of the restricted funds resulted in an excess of income over expenses of \$58,716.73. This excess increased fund balances, as shown in Statement "C," summary of fund balances, as follows:

Donations for special purposes	\$16,281.91
Unexpended income, from endowment funds, restricted	42,434.82
	<u>\$58,716.73</u>

The restricted funds income is comprised of donations and grants for restricted purposes, and income from endowment funds for restricted purposes. The restricted funds expenses represent the expenditure of the income in accordance with the terms of the restricted donation, grant or fund. Included in the excess of restricted funds income of \$58,716.33, is a total of \$11,171.01 of income from restricted endowment funds which is required to be transferred to the principal of the funds. This transfer is shown in Statement "C," summary of fund balances.

In connection with the income statement we made test examinations of tuition fees, other fees, dormitory and dining room charges, bookstore and student's store income, and income from endowment fund investments. Expenses were examined by test inspection of paid invoices, purchase requisitions and orders and cancelled checks. Salaries paid were compared with salary lists approved in the budget and by examination of personnel records. We also made a number of test checks of addition of the books of original entry, addition of general ledger accounts, general ledger postings, and other auditing pro-

cedures in order to complete various audit trails from original documents through to the final classification of accounts in the financial statements.

FINANCIAL CONDITION

The financial condition of the College at June 30, 1966, is shown in the balance sheet, attached hereto as Statement "A." The following comments are on the items appearing therein.

General Fund Assets

Cash in banks was verified by direct confirmation of bank balances with the depositories. The balances so confirmed were reconciled with the balances as shown on the books by examination of cancelled checks and tracing of deposits through the cash books and to the bank statements. Cash funds were verified by actual count, on a surprise basis, one or more times throughout the year. Accounts receivable and loans were listed and reconciled with the controlling accounts. Selected items were verified by direct confirmation with the debtors. This balance is comprised mainly of amounts due from students for tuition and fees, and advances and charges to faculty and staff. The marketable securities for the library project were confirmed by direct correspondence with the custodians. Inventories are comprised of food, bookstore and students' store items, and maintenance and office supplies. These inventories were verified by a test count of physical quantities, and by a test check of pricing, extensions and addition of the inventories. Prepaid expenses represent insurance premiums and other expenses applicable to periods subsequent to June 30, 1966. These items were reviewed and computations test checked. The amount due from loan funds, \$11,805.80, represents cash advanced to the loan funds, and is shown also as a liability in the loan fund section of the balance sheet. The amount of \$152,464.44 due from endowment funds represents general fund cash invested in endowment funds. The same amount is shown as a liability in the endowment fund section of the balance sheet. Interest is paid by the endowment fund to the general fund, on this invested cash, at a rate which approximates the rate of return earned on endowment fund investments. Deferred charges are comprised of construction in progress and various unamortized costs of improvements and equipment. Construction in progress includes \$153,831.58 of costs to June 30, 1966 in connection with the library project.

Loan Fund Assets

The loan fund cash was confirmed by the depository and reconciled with the amounts shown on the books. Accrued interest receivable was listed and agreed with the amount shown on the books. Selected items were verified by computation. Loans to students were listed and reconciled with the controlling accounts. Selected items were confirmed by direct correspondence with the students. Some of these loans are past due and appear doubtful of collection. An effort should be made to begin collections on these past due loans or, if uncollectible, to write them off.

Endowment Fund Assets

The investments in bonds and stocks were confirmed by direct correspondence with the custodian, Brown Brothers, Harriman & Co. Changes in investments were examined by inspection of brokers advices and invoices. Income on investments was test checked by computation of interest income and by comparison of published dividend records with actual dividends received on stocks. Mortgages and notes receivable were confirmed by direct correspondence with the debtors. The advance to the loan fund of \$148,280.00 represents endowment fund cash advanced to the loan funds, and is also shown in the balance sheet as a liability of the loan fund. Interest is paid by the loan fund, to the endowment fund, on this advance. The investment in College real estate represents costs of real estate and improvements of \$915,894.92, reduced by amortization of \$167,532.08. Amortization is being provided at the rate of 1½% per year. For the year ended June 30, 1966, the net investment in real estate of \$748,362.84 did not yield any income to the consolidated investments account. We feel that the consolidated investments account might be given income on this investment at a reasonable rate, regardless of whether or not the real estate operation is profitable. This would have the effect of showing a more accurate income on consolidated investments, and would also reflect in the accounts what presently amounts to an unrecorded subsidy to the faculty members who occupy the real estate.

Plant Fund Assets

Land, buildings, improvements, furniture and equipment, other than the endowment fund investment in College real estate and the construction in progress, is written off as the cost is funded by dona-

tions, grants and other sources. Therefore, these assets are shown at no value, and depreciation accounting for these assets is not applicable.

General Fund Liabilities

Accounts payable and accrued liabilities include accrued payrolls, accrued interest and other unpaid expenses applicable to the year ended June 30, 1966. We have reviewed these liabilities by examination of invoices and tests of computations, and believe that all liabilities have been included. Payroll taxes represent amounts withheld and accrued. Advance receipts for following year represent collections of fees, rents and other items applicable to the following year. The long term liability represents a mortgage on the dormitory payable to the Housing and Home Finance Agency, with interest at the rate of 3% per year. Principal is due on November 1 of each year from 1966 to 2013. The principal payment due from 1966 to 1968 is \$5,000.00 per year, from 1969 to 1983, \$10,000.00 per year, and at increasing amounts thereafter. Half of the principal payment due November 1, 1966 (\$2,500.00) has been paid to the trustee, and is reflected in the balance sheet as a reduction of this liability. The mortgage has been confirmed by direct correspondence with the Provident National Bank, trustee under the bond indenture. The various reserves are amounts which have been provided for special purposes.

Principal of General Funds

The funds are detailed in Statement "C," summary of fund balances. The income reserve fund shows a deficit of \$172,999.69 which is the net result of the accumulation of income and losses in general fund operations of prior years, including the net income of \$101.31 for the current year. Donations for special purposes represent the unexpended balance at June 30, 1966 of donations and grants for special purposes. Unexpended income from endowment funds for special purposes represents the unexpended endowment fund income earned on funds on which the income may be used only for restricted purposes. Donations for the library project of \$902,521.23 represent amounts raised for the James P. Magill Library Project from December 23, 1964 to June 30, 1966. Uncollected pledges at June 30, 1966, amounting to \$655,624.82, are not reflected in this fund, since it is the practice of the College to record these amounts when the pledges are

paid. The operation of the James P. Magill Library project, from its inception December 23, 1964 to June 30, 1966, has been examined by us and is the subject of a separate report. Construction costs amounted to \$153,831.58 at June 30, 1966, and are included in construction in progress under deferred assets. Upon completion of the project, the total construction cost will be offset against the fund, in accordance with the usual practice of the College. Unfunded construction costs show a deficit at June 30, 1966 of \$1,488,859.87 after applying donations received in the year of \$538,095.25, and amortization of \$2,500.00. This deficit is the result of accumulating construction and major renovation project costs from the year ended August 31, 1961 to June 30, 1965, reduced by various donations and grants. A schedule of these costs, including details of funds applied to date, is attached to this report as Schedule 5.

Principal of Loan Fund

The loan fund shows liabilities of amounts advanced by the general fund and by the endowment fund. The loan fund principal is \$49,776.10 after being reduced by the loss of \$1,571.14 on loan fund operations for the year. Details of the operations and balance sheets of the two loan funds are attached as Schedules 3 and 4.

Principal of Endowment Funds

The endowment funds listed in the balance sheet are summarized from the detailed report on the funds which is included in the annual report of the College. We examined the transactions in the detailed report on the funds, but feel that it is not necessary to reproduce it in this report. A summary of the changes in endowment funds is shown in Statement "C," summary of fund balances, and shows an increase in the year of \$1,659,708.50, which includes \$1,283,042.09 of realized gains on investments.

WILLIAM MAUL MEASEY TRUST

A summary of the William Maul Measey Trust is attached. The cash balance of this trust was confirmed with the depository and reconciled with the amount required by the books. The investments were confirmed with the custodian, Fidelity-Philadelphia Trust Company. Income from investments was test checked by reference to pub-

lished dividend records. Disbursements were examined and are in accordance with the terms of the trust. Because the trust financial position and results of operations are not included with the regular statements of the College, we have appended a separate opinion covering our examination of the trust.

GENERAL

In connection with our examination, we have reviewed the system of internal control and consider it to be adequate. In addition to the reporting changes mentioned above, numerous changes have been made by the comptroller in the accounting system and procedures. We feel that the comptroller and the treasurer are to be commended for the improvements made in their respective offices, and we wish to thank them and the other officers and employees for the cooperation and assistance which they rendered to us during the conduct of our examination.

The following statements and schedule are attached:

Statement "A" — Balance Sheet, June 30, 1966.

Statement "B" — Income Statement, Year Ended June 30, 1966.

Schedule 1 — Schedule of Income, Year Ended June 30, 1966.

Schedule 2 — Schedule of Expenses, Year Ended June 30, 1966.

Statement "C" — Summary of Fund Balances, Year Ended June 30, 1966.

Schedule 3 — Class of 1934 Revolving Loan Fund.

Schedule 4 — Loan Fund Established in 1926.

Schedule 5 — Schedule of Building Construction and Renovations.

Statement "D" — William Maul Measey Trust, Year Ended June 30, 1966.

Very truly yours,

LAWRENCE E. BROWN & CO.
CERTIFIED PUBLIC ACCOUNTANTS

THE CORPORATION OF
BALANCE SHEET -

STATEMENT "A"

ASSETS

General

Cash	\$	211,888.75	
Accounts receivable, loans etc.		55,308.01	
Marketable securities, for library project		88,469.67	
Inventories		55,656.60	
Prepaid expenses		31,128.76	
Due from Loan Funds, cash advanced		11,805.80	
Due from Endowment, cash invested		152,464.44	
Deferred Charges			
Construction in progress		221,284.66	
Unamortized improvements and equipment		26,399.94	
Drafting and engineering costs on future projects		10,921.43	\$ 865,328.06

Loan

Cash	\$	7,272.06	
Accrued interest receivable		7,108.18	
Loans to students		195,481.66	209,861.90

Endowment

Investments in bonds, stocks and mortgages	\$15,850,395.36	
(Market value \$21,733,710.00)		
Advance to Loan Funds	148,280.00	
Notes receivable	4,750.00	
Insurance deposits and cash surrender value	11,323.01	
Investment in College real estate	748,362.84	16,763,111.21

Plant

Land, buildings, improvements, furniture and equipment	0
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\$17,838,301.17

HAVERFORD COLLEGE

JUNE 30, 1966

STATEMENT "A"

LIABILITIES

General

Current Liabilities

Accounts payable and accrued liabilities	\$ 149,013.03	
Payroll taxes payable	61,572.02	
Advance receipts for following year	35,546.32	\$ 246,131.37

Long Term Liability

Mortgage bond payable to Housing and Home Finance Agency, 3½% interest payable from 1966 to 2013	847,500.00
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Reserves

Pensions, non-faculty	\$ 129,893.33	
Death benefits, non-faculty	9,200.00	
Medical reimbursement plan	24,615.70	
Faculty research	2,023.90	
Library replacements	5,071.30	
Property maintenance and replacement	9,380.66	
Student affairs	1,290.85	
Deferred maintenance	31,047.05	
Departmental appropriations	5,057.65	
Equipment replacement	33,131.70	
Sponsored research	1,369.48	252,081.62

Funds

Income reserve, deficit	— (\$ 172,999.69)	
Donations for special purposes	137,732.97	
Unexpended income from endowment funds for special purposes	141,220.43	
Donations for library project	902,521.23	
Unfunded construction costs	(1,488,859.87)	(— 480,384.93) \$ 865,328.06

Loan

Due to General Funds	\$ 11,805.80	
Due to Endowment	148,280.00	
Loan Fund Principal	49,776.10	209,861.90

Endowment

For general purposes	\$ 6,447,114.83	
For T. Wistar Brown Graduate School	407,053.40	
For Morris Infirmary	14,712.94	
For Haverford Union	1,878.82	
For scholarships	619,302.93	
For library	438,412.14	
For old style pensions	230,074.53	
For special purposes	212,942.78	
Anonymous trust	321,300.00	
John Farnum Memorial Fund	31,623.45	
Philip B. and Louise Spahr Dean Fund	30,603.32	
Augustus Taber Murray Research Scholarship Fund	31,190.23	
Walter R. Faries Scholarship Fund	85,868.27	
William Pyle Philips Fund	3,771,244.80	
Undistributed gain, consolidated investments	3,944,124.33	
Total Endowment Funds	\$16,587,446.77	
C. Wharton Stork Art Gift Fund	23,200.00	
Due to General Funds	152,464.44	16,763,111.21
		<u>\$17,838,301.17</u>

THE CORPORATION OF HAVERFORD COLLEGE

INCOME STATEMENT

STATEMENT "B"

Year Ended June 30, 1966

	Total	General Funds	Restricted Funds
INCOME (Schedule attached)			
Educational and General	\$2,485,713.79	\$1,884,878.11	\$600,835.68
Auxiliary Enterprises	705,122.64	705,122.64	
Student Aid	124,920.10		124,920.10
Contributions from Reserves	56,903.16	56,903.16	
Life Income Funds	12,514.08		12,514.08
	<u>\$3,385,173.77</u>	<u>\$2,646,903.91</u>	<u>\$738,269.86</u>
EXPENSES (Schedule attached)			
Educational and General Administration			
Administration	\$ 222,159.80	\$ 222,159.80	
General Expenses	610,901.41	542,867.15	\$ 68,034.26
Instruction	744,308.42	744,308.42	
Organized Activities	18,193.26	18,193.26	
Sponsored Research	286,347.13	5,000.00	281,347.13
Libraries	202,114.00	139,687.40	62,426.60
Maintenance and Operation	290,410.29	284,108.13	6,302.16
	<u>\$2,374,434.31</u>	<u>\$1,956,324.16</u>	<u>\$418,110.15</u>
Auxiliary Enterprises	677,397.10	677,397.10	
Student Aid	261,176.03	13,081.34	248,094.69
Life Income Funds	13,348.29		13,348.29
	<u>\$3,326,355.73</u>	<u>\$2,646,802.60</u>	<u>\$679,553.13</u>
Excess of Income over Expenses Transferred to Summary of Fund Balances	<u>\$ 58,818.04</u>	<u>\$ 101.31</u>	<u>\$ 58,716.73</u>

THE CORPORATION OF HAVERFORD COLLEGE

SCHEDULE OF INCOME

SCHEDULE 1

Year Ended June 30, 1966

	Total	General Funds	Restricted Funds
1. Educational and General			
A. Student Fees			
Tuition	\$ 668,983.31	\$ 668,983.31	
Scholarship and general funds	127,449.80	125,992.80	\$ 1,457.00
William Maul Measey Trust	39,525.00	39,525.00	
Donations	79,943.89	79,943.89	
	<u>\$ 915,902.00</u>	<u>\$ 914,445.00</u>	<u>\$ 1,457.00</u>
Unit fee	74,863.37	74,863.37	
Other fees	7,370.80	7,370.80	
Total Student Fees	<u>\$ 998,136.17</u>	<u>\$ 996,679.17</u>	<u>\$ 1,457.00</u>
B. Endowment Income			
From unrestricted funds	\$ 625,035.30	\$ 625,035.30	
From unrestricted funds, for transfer to principal	7,824.17		\$ 7,824.17
From restricted funds			
Library	21,256.34		21,256.34
Special	146,618.23		146,618.23
Total Endowment Income	<u>\$ 800,734.04</u>	<u>\$ 625,035.30</u>	<u>\$175,698.74</u>
C. Gifts and Grants			
Alumni	\$ 172,490.94	\$ 172,490.94	
Business corporations	12,710.00		\$ 12,710.00
Foundations	44,416.80		44,416.80
Donations	102,108.12		102,108.12
Sponsored research	264,445.02		264,445.02
Total Gifts and Grants	<u>\$ 596,170.88</u>	<u>\$ 172,490.94</u>	<u>\$423,679.94</u>
D. Organized Activity			
Computer center	<u>\$ 17,785.75</u>	<u>\$ 17,785.75</u>	
E. Other Sources			
Rental of facilities to outside projects etc.	<u>\$ 72,886.95</u>	<u>\$ 72,886.95</u>	
Total Educational and General	<u>\$2,485,713.79</u>	<u>\$1,884,878.11</u>	<u>\$600,835.68</u>

	Total	General Funds	Restricted Funds
2. Auxiliary Enterprises			
Athletics	\$ 1,194.86	\$ 1,194.86	
Dormitories and dining room	507,272.89	507,272.89	
Faculty housing	58,729.50	58,729.50	
Bookstore	115,884.33	115,884.33	
Infirmary	1,238.12	1,238.12	
Students' store	20,802.94	20,802.94	
Total Auxiliary Enterprises	<u>\$ 705,122.64</u>	<u>\$ 705,122.64</u>	
3. Student Aid			
Scholarships and fellowships	\$ 120,251.84		\$120,251.84
Prizes	4,668.26		4,668.26
Total Student Aid	<u>\$ 124,920.10</u>		<u>\$124,920.10</u>
4. Contributions from Reserves			
Property maintenance and replacement	\$ 16,600.93	\$ 16,600.93	
Deferred maintenance	34,618.46	34,618.46	
Library	5,683.77	5,683.77	
Total Contributions from Reserves	<u>\$ 56,903.16</u>	<u>\$ 56,903.16</u>	
5. Annuity Fund Income	<u>\$ 12,514.08</u>		<u>\$ 12,514.08</u>
Total Income	<u>\$3,385,173.77</u>	<u>\$2,646,903.91</u>	<u>\$738,269.86</u>

THE CORPORATION OF HAVERFORD COLLEGE

SCHEDULE OF EXPENSES

SCHEDULE 2

Year Ended June 30, 1966

	Total	General Funds	Restricted Funds
1. Educational and General Administration			
A-1 Administration			
President's office	\$ 31,127.07	\$ 31,127.07	
Provost's office	27,282.14	27,282.14	
Ad hoc committee	8,622.48	8,622.48	
A-2 Financial			
Treasurer's office	19,589.19	19,589.19	
Development office	74,215.99	74,215.99	
Comptroller's office	61,322.93	61,322.93	
Total Administration	<u>\$ 222,159.80</u>	<u>\$ 222,159.80</u>	
B. General Expenses			
B-1 Student Services			
Admissions	\$ 34,149.74	\$ 34,149.74	
Registrar	9,733.20	9,733.20	
Dean of College	22,190.37	22,190.37	
Dean of students	19,040.09	19,040.09	
Residence halls	21,304.19	21,304.19	
Guidance counsellor	7,170.46	7,170.46	
Student activities	34,875.00	34,875.00	
Total Student Services	<u>\$ 148,463.05</u>	<u>\$ 148,463.05</u>	
B-2 Staff Benefits			
Faculty			
Annuities	\$ 91,109.90	\$ 91,109.90	
Payroll taxes	16,936.95	16,936.95	
Medical plan	9,000.00	9,000.00	
Old style pensions	16,000.00	16,000.00	
Disability insurance	2,554.92	2,554.92	
Tuition grants	3,873.33	3,873.33	
Non-Faculty			
Annuities	31,178.93	31,178.93	
Payroll taxes	7,172.85	7,172.85	
Tuition grants	5,907.00	5,907.00	
Pensions	13,778.16	13,778.16	
Disability insurance	434.88	434.88	
Total Staff Benefits	<u>\$ 197,946.92</u>	<u>\$ 197,946.92</u>	

B-3 General Institutional Expenses

Alumni Association	\$ 13,701.46	\$ 13,701.46	
Alumni office	21,046.45	21,046.45	
Publicity office	29,577.89	29,577.89	
Commencement	3,651.17	3,651.17	
Printing	20,151.94	20,151.94	
Public relations	10,206.15	10,206.15	
Mail and switchboard service ..	12,202.05	12,202.05	
Insurance, general	1,427.51	1,427.51	
Travel	5,150.13	5,150.13	
Speakers	38,969.32		\$ 38,969.32
Entertainment	4,585.66	4,585.66	
Addressograph room	4,409.40	4,409.40	
Other expenses	29,064.94		29,064.94
Interest on borrowed funds	67,847.37	67,847.37	
Amortization of unfunded dormitory costs	2,500.00	2,500.00	
Total General Institutional Expenses	\$ 264,491.44	\$ 196,457.18	\$ 68,034.26
Total General Expenses	\$ 610,901.41	\$ 542,867.15	\$ 68,034.26

C. Instruction

Salaries	\$ 677,354.38	\$ 677,354.38	
Supplies and services	35,525.32	35,525.32	
Faculty secretaries	26,076.30	26,076.30	
Telephone and telegraph	5,352.42	5,352.42	
Total Instruction	\$ 744,308.42	\$ 744,308.42	

D. Organized Activity

Computer center	\$ 18,053.00	\$ 18,053.00	
Language laboratory	140.26	140.26	
Total Organized Activity	\$ 18,193.26	\$ 18,193.26	

E. Sponsored Research

General	\$ 1,422.80		\$ 1,422.80
Biology	111,859.43		111,859.43
Chemistry	32,078.17		32,078.17
Astronomy	38,229.39		38,229.39
Psychology	52,238.09		52,238.09
Physics	29,128.54		29,128.54
Mathematics	5,292.00		5,292.00
Faculty research	5,000.00	\$ 5,000.00	
Equipment purchased from donations	11,098.71		11,098.71
Total Sponsored Research	\$ 286,347.13	\$ 5,000.00	\$281,347.13

F. Libraries

Salaries	\$ 140,166.98	\$ 123,678.50	\$ 16,488.48
Operating expenses	13,209.50	10,695.91	2,513.59
Books, binding and periodicals	48,737.52	5,312.99	43,424.53
Total Libraries	\$ 202,114.00	\$ 139,687.40	\$ 62,426.60

G. Maintenance and Operations

G-1 Plant

Supervision	\$ 17,430.95	\$ 17,430.95	
Janitorial services	69,981.04	69,981.04	
Repairs to buildings	56,827.91	51,830.70	\$ 4,997.21
Equipment	2,446.21	2,446.21	
Water, heat, light and power	49,993.51	49,993.51	
Grounds	41,482.31	40,177.36	1,304.95
Watchmen	19,880.18	19,880.18	
Total Plant	<u>\$ 258,042.11</u>	<u>\$ 251,739.95</u>	<u>\$ 6,302.16</u>

G2 General

Property insurance	\$ 15,525.49	\$ 15,525.49	
Auto service	7,772.36	7,772.36	
Payroll taxes	9,070.33	9,070.33	
Total General	<u>\$ 32,368.18</u>	<u>\$ 32,368.18</u>	
Total Maintenance and Operations	<u>\$ 290,410.29</u>	<u>\$ 284,108.13</u>	<u>\$ 6,302.16</u>
Total Educational and General Administration	<u>\$2,374,434.31</u>	<u>\$1,956,324.16</u>	<u>\$418,110.15</u>

2. Auxiliary Enterprises

Athletics	\$ 45,382.50	\$ 45,382.50	
Dormitories	104,960.20	104,960.20	
Dining room	298,139.88	298,139.88	
Faculty housing	64,157.32	64,157.32	
Infirmary	31,323.56	31,323.56	
Book store	106,837.80	106,837.80	
Students' store	26,595.84	26,595.84	
Total Auxiliary Enterprises	<u>\$ 677,397.10</u>	<u>\$ 677,397.10</u>	

3. Student Aid

Scholarships	\$ 242,552.69		\$242,552.69
Fellowships	3,809.00		3,809.00
Employment	13,081.34	\$ 13,081.34	
Prizes	1,733.00		1,733.00
Total Student Aid	<u>\$ 261,176.03</u>	<u>\$ 13,081.34</u>	<u>\$248,094.69</u>

4. Annuities

Annuity funds	<u>\$ 13,348.29</u>		<u>\$ 13,348.29</u>
Total Expenses	<u>\$3,326,355.73</u>	<u>\$2,646,802.60</u>	<u>\$679,553.13</u>

THE CORPORATION OF

SUMMARY OF

STATEMENT "C"

	Year Ended		
	Total	Income Reserve Fund	Donations For Special Purposes
Balance, July 1, 1965	\$13,306,731.40	(\$173,101.00)	\$127,451.06
Excess of income over expenses, per income statement	58,818.04	101.31	16,281.91
Transfer of income to principal	0		
Transfer of income to Library Project	0		(6,000.00)
Donations for additions to funds	1,494,430.53		
Realized gains on investments, net	1,283,042.09		
Sundry decreases in funds	(10,684.73)		
Amortization	2,500.00		
Special fund income	22,000.61		
Balance, June 30, 1966	<u>\$16,156,837.95</u>	<u>(\$172,999.69)</u>	<u>\$137,732.97</u>

HAVERFORD COLLEGE

FUND BALANCES

June 30, 1966

Unexpended Income Endowment Funds Restricted	Library Project	Unfunded Construction Costs	Endowment Funds	Loan Funds
\$197,478.34	\$205,272.61	(\$2,029,455.12)	\$14,927,738.27	\$51,347.24
42,434.82				
(11,171.01)			11,171.01	
(87,000.00)	93,000.00			
	580,676.87	538,095.25	375,658.41	
			1,283,042.09	
(521.72)			(10,163.01)	
		2,500.00		
	23,571.75			(1,571.14)
<u>\$141,220.43</u>	<u>\$902,521.23</u>	<u>(\$1,488,859.87)</u>	<u>\$16,587,446.77</u>	<u>\$49,776.10</u>

THE CORPORATION OF HAVERFORD COLLEGE

CLASS OF 1934 REVOLVING LOAN FUND

SCHEDULE 3

Established in 1959 by gifts from the Class of 1934 (100% participation) to the amount of \$10,784, the 1934 Loan Fund, both principal and interest, is to be used for loans to deserving undergraduates, with preference being given to incoming freshmen. The main consideration in the granting of loans is the need of the recipient. This Fund, which at present amounts to \$10,121.23, may be increased by new gifts.

Balance Sheet, June 30, 1966

ASSETS

Cash in bank	\$ 3,385.51
Interest receivable	329.07
Loans outstanding	40,505.83
	<u>\$ 44,220.41</u>

LIABILITIES AND FUND PRINCIPAL

Loan payable to Haverford College Endowment Funds	\$ 30,880.00
Advance from Haverford College General Funds	3,219.18
Fund Principal	
Balance, July 1, 1965	\$10,477.09
Net loss for year	355.86
Balance, June 30, 1966	<u>10,121.23</u>
	<u>\$ 44,220.41</u>

Income Statement, Year Ended June 30, 1966

INCOME

Interest billed on loans	\$ 203.74
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EXPENSE

Interest expense on loan from Haverford College	559.60
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Net Loss for Year	<u>\$ 355.86</u>
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Statement of Cash Transactions, Year Ended June 30, 1966

Cash Balance, July 1, 1965	\$ 54.48
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RECEIPTS

Loan from Haverford College Endowment Funds	\$16,890.00
Advance from Haverford College General Funds	3,219.18
Loans repaid in full (3 borrowers)	1,400.00
Partial repayment of loans (4 borrowers)	1,877.53
Interest received	53.50
	<u>23,440.21</u>
	<u>\$ 23,494.69</u>

DISBURSEMENTS

Loans granted during year (27 borrowers)	\$19,549.58
Interest on loan from Haverford College	559.60
	<u>20,109.18</u>

Cash Balance, June 30, 1966	<u>\$ 3,385.51</u>
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THE CORPORATION OF HAVERFORD COLLEGE

LOAN FUND ESTABLISHED IN 1926

SCHEDULE 4

Balance Sheet, June 30, 1966

ASSETS

Cash in bank	\$ 3,886.55
Interest receivable	6,779.11
Loans outstanding	154,975.83
	<u>\$165,641.49</u>

LIABILITIES AND FUND PRINCIPAL

Loan payable to Haverford College Endowment Funds	\$117,400.00
Advance from Haverford College General Funds	8,586.62
Fund Principal	
Balance, July 1, 1965	\$40,870.15
Net loss for year	<u>1,215.28</u>
	<u>\$39,654.87</u>
	<u>\$165,641.49</u>

Income Statement, Year Ended June 30, 1966

INCOME

Interest billed on loans (net)	\$ 2,800.72
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EXPENSE

Interest expense on loan from Haverford College	4,016.00
Net Loss for Year	<u>\$ 1,215.28</u>

Statement of Cash Transactions, Year Ended June 30, 1966

Cash Balance, July 1, 1965	\$ 20.40
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RECEIPTS

Loan from Haverford College Endowment Funds	\$17,000.00
Advance from Haverford College General Funds	8,586.62
Loans repaid in full (10 borrowers)	4,092.70
Partial repayment of loans (9 borrowers)	3,242.71
Interest received	<u>1,106.34</u>
	<u>\$ 34,028.37</u>
	\$ 34,048.77

DISBURSEMENTS

Loans granted during year (40 borrowers)	\$26,146.22
Interest on loan from Haverford College	<u>4,016.00</u>
	<u>30,162.22</u>
Cash Balance, June 30, 1966	<u>\$ 3,886.55</u>

SCHEDULE 5

Schedule of Building Construction and Renovations

Costs Year Ended	Total	Stokes Hall	Sharples Hall	Dormitory	Lyman Beecher Hall	754 College Avenue	Rufus Jones Study	Power House	Drinker Hall
8/31/61	\$ 63,068.16	\$ 63,068.16							
6/30/62	196,392.19	188,675.54	\$ 7,716.65						
6/30/63	1,552,315.90	1,552,315.90							
6/30/64	1,392,762.40	255,941.49	651,621.12	\$415,992.48	\$ 36,701.64	\$3,475.00	\$7,779.85	\$ 268.00	\$20,982.82
6/30/65	959,955.80		270,467.17	566,630.08	73,418.33			49,440.22	
Total Costs	\$4,164,494.45	\$2,060,001.09	\$929,804.94	\$982,622.56	\$110,119.97	\$3,475.00	\$7,779.85	\$49,708.22	\$20,982.82

Funds Applied Year Ended		\$	\$
8/31/61	Development Program	63,068.16	63,068.16
6/30/62	Development Program	260,000.00	260,000.00
6/30/63	Development Program	505,000.00	505,000.00
6/30/64	Development Program	100,000.00	100,000.00
	Rockefeller Foundation	175,000.00	\$175,000.00
	James Foundation	50,000.00	50,000.00
	National Institutes of Health	29,722.00	29,722.00
	F. C. Haaes	200.00	200.00
	National Science Foundation	1,500.00	1,500.00

	National Institutes of Health	64,119.00	64,119.00						
	James Foundation	250,039.31	215,039.31	\$ 35,000.00					
	Henry C. Brown Trust	58,777.76	58,777.76						
	Miscellaneous (A. Loewy)	1,755.13	1,755.13						
	Annual Giving Restoration	292,800.00	292,800.00						
	Charged to Eli Nichols Fund	210,820.30	210,820.30						
	Added to College Real Estate in Consolidated Investments	3,475.00		\$3,475.00					
	Henry C. Brown Trust	23,130.75		\$7,779.85					\$15,350.90
	Proceeds of sale of 125 shares Penna. Glass Sand (Henry S. Drinker)	5,631.92							5,631.92
	Kresge Foundation	25,000.00	25,000.00						
	Development Program	15,000.00	15,000.00						
		\$2,135,039.33	\$1,471,688.46	\$596,113.20	\$ 35,000.00	\$3,475.00	\$7,779.85	\$20,982.82	
		\$2,029,455.12	\$ 588,312.63	\$333,691.74	\$ 75,119.97	\$ 0	\$ 0	\$49,708.22	\$ 0
	Unfunded Costs, June 30, 1965								
Year Ended									
6/30/66	Anonymous Fund	433,095.25	438,095.25						
	James Foundation	100,000.00		100,000.00					
	Amortization	2,500.00		2,500.00					
					2,500.00				
	Unfunded Costs, June 30, 1966	\$1,488,859.87	\$ 150,217.38	\$233,691.74	\$980,122.56	\$ 75,119.97	\$ 0	\$49,708.22	\$ 0

REPORT ON CONSOLIDATED FUNDS

PRINCIPAL			INCOME			
Book Value	Increase (Decrease)	Book Value	Balance	Net Income	Expended	Credit Balance
7/1/65	6/30/66	7/1/65	7/1/65	\$		6/30/66
			FUNDS FOR GENERAL PURPOSES			
			Special			
			130.00 ²			
			35,416.80 ¹			
			153.24			
			\$			
\$ 115,362.64	\$ 2,731.91	\$ 118,094.55	General Endowment Fund	9,630.36	\$ 9,630.36	
10,640.09		10,640.09	John M. Whitall Fund	954.62	954.62	
44,806.59		44,806.59	David Scull Fund	2,967.17	2,967.17	
11,364.35		11,364.35	Edward L. Scull Fund	1,155.54	1,155.54	
5,144.24		5,144.24	Wistar Morris Memorial Fund	599.34	599.34	
10,781.94		10,781.94	Israel Franklin Whitall Fund	977.33	977.33	
1,301,375.34		1,301,375.34	Jacob P. Jones Endowment Fund	128,835.73	93,418.93	
275,899.76		275,899.76	John Farnum Brown Fund	23,033.59	22,903.59	
21,493.67		21,493.67	Clementine Cope Endowment Fund	1,011.38	1,011.38	
42,394.72		42,394.72	Joseph E. Gillingham Fund	4,703.88	4,703.88	
9,160.24		9,160.24	Elizabeth H. Farnum Fund	1,039.76	1,039.76	
45,035.96		45,035.96	James R. Magee Fund	3,764.01	3,764.01	
1,500.00		1,500.00	Albert K. Smiley Fund	177.08	177.08	
39,515.48		39,515.48	Hinchman Astronomical Fund	3,963.79	3,963.79	
174,560.31		174,560.31	Walter D. & Edith M. L. Scull Fund	19,548.81	19,548.81	
26,771.00		26,771.00	Albin Garrett Memorial Fund	3,687.96	3,687.96	
			Arnold Chase Scattergood Memorial Fund	1,651.58	1,651.58	
24,381.59		24,381.59	Francis B. Gummere Memorial Fund	12,701.84	12,701.84	
125,569.51		125,569.51	Isaac Sharpless Memorial Fund	20,628.30	20,628.30	
218,728.43		218,728.43	General Education Board Fund	13,544.09	13,544.09	
126,076.83		126,076.83	William Penn Foundation	10,356.71	10,356.71	
102,067.43		102,067.43	Walter Carroll Brinton Memorial Fund	1,592.55	1,592.55	
14,125.79		14,125.79	Corporation Fund	2,043.19	2,043.19	
25,128.94		25,128.94	Elizabeth J. Shortridge Fund	88.54	88.54	
10,000.00		10,000.00	Howard Comfort Memorial Fund	464.26	464.26	
5,527.31		5,527.31	Ellen W. Longstreth Fund	7,804.99	7,804.99	
67,520.19		67,520.19	Albert L. Baily Fund	573.23	573.23	
5,150.00		5,150.00	Elizabeth B. Wistar Warner Fund	525.55	525.55	
4,950.00		4,950.00	T. Allen Hilles Bequest	25,394.60	25,394.60	
280,764.31		280,764.31				

Leonard L. Greif Jr. & Roger L. Greif Fund	7,000.00	632.25	632.25	632.25	
Edward M. Wistar Fund	2,500.00	300.80	300.80	300.80	
Morris E. Leeds Fund	1,429,792.09	89,139.02	89,139.02	89,139.02	10,260.00 ¹
J. Henry Scattergood Fund	12,000.00	943.27	943.27	943.27	
Parker S. Williams Fund	103,993.26	10,062.72	10,062.72	10,062.72	
Gilbert C. Fry Fund	6,581.02	485.83	485.83	485.83	
Daniel B. Boyer Fund	2,500.00	241.78	241.78	241.78	
Marriott C. Morris Fund	10,000.00	979.60	979.60	979.60	
1949 Campaign Salary Fund	1,501.06	15,010.65	13,509.59	13,509.59	1,501.06 ³
Rufus M. Jones Fd. for Adv. of Teaching	392,602.14	29,962.28	26,966.05	26,966.05	2,996.23 ³
William B. Bell Fund	36,178.02	2,610.74	2,610.74	2,610.74	
Dr. Thomas Wistar Fund	25,068.15	1,929.68	1,929.68	1,929.68	
Charles McCaul Fund	37,187.20	2,951.28	2,951.28	2,951.28	2,290.00 ¹
Isaac & Lydia Cope Sharpless Fund	5,000.00	398.42	398.42	398.42	545.77
Class of 1937 Fund	4,500.00	261.07	261.07	261.07	
J. Horace Cook Fund	129,104.50	—1,314.05	18,571.98	18,571.98	18,695.00 ¹
The Ford Foundation Endowment Fund	345,000.00	19,530.65	19,530.65	19,530.65	710.46 ³
The Ford Foundation Accomplishment Fund	75,801.94	4,296.38	4,296.38	4,296.38	
Thomas Harvey Haines & Helen Hague Haines Fund	12,426.18	713.98	713.98	713.98	
Emily Bishop Harvey Fund	10,000.00	555.07	555.07	555.07	
Class of 1933—25th Anniversary Fund	8,932.50	473.34	473.34	473.34	
John E. Hume Fund	35,828.17	1,746.93	1,746.93	1,746.93	
Frederic H. Strawbridge Fund	10,000.00	488.10	488.10	488.10	
The William H. Collins Fund	185,110.15	9,130.80	9,130.80	9,130.80	
Mary Frances Nunns Fund	25,000.00	—46.18	1,236.13	1,236.13	1,265.00 ¹
Eli Nichols Fund	78,342.56	3,480.24	3,480.24	3,480.24	—75.05
Forward					
\$6,329,614.96 \$	7,939.66	\$ 73,264.55	\$ 73,264.55	— \$ 1,523.57	

PRINCIPAL			INCOME			
Book Value 7/1/65	Increase (Decrease)	Book Value 6/30/66	Balance 7/1/65	Net Income	Expended	Special
\$6,329,614.96	\$ 7,939.66	\$6,337,554.62	—\$1,475.74	\$529,969.01	\$456,749.29	\$ 73,264.55
25,000.00		25,000.00	1,780.98	1,110.13		1,967.73 ^s
5,904.81		5,904.81		248.59	248.59	
7,275.67		7,275.67		306.48	306.48	
25,083.31		25,083.31		1,039.76	1,039.76	
25,148.45		25,148.45		985.27	985.27	
21,147.97		21,147.97		828.63	828.63	
\$6,439,175.17	\$ 7,939.66	\$6,447,114.83	\$ 305.24	\$534,484.87	\$460,158.02	\$ 75,232.28
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FUNDING PURPOSES (Cont.)						
Brought forward						
William Gibbons Rhoads Fund						
Class of 1911—50th Anniversary Fund						
Class of 1935—25th Anniversary Fund						
Class of 1937—25th Anniversary Fund						
Allen C. Thomas Fund						
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FUNDING PURPOSES (Cont.)						
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Class of 1911—50th Anniversary Fund						
Class of 1935—2						

11,662.39	Caspar Wistar Memorial Scholarship Fund	11,662.39	48.54	857.00	1,042.00 ¹	-136.46
5,155.85	J. Kennedy Moorhouse Scholarship Fund	5,155.85	45.65	600.47	600.00 ¹	46.12
17,722.13	Louis Jaquette Palmer Scholarship Fund	18,181.13	-48.50	1,381.99	1,200.00 ¹	133.49
5,045.60	Paul W. Newhall Mem'l Scholarship Fund	5,045.60	30.10	473.34	470.00 ¹	33.44
22,250.00	Robert Martin Zuckert Mem'l Scholarship Fund	22,250.00	1,257.14	2,467.72	2,400.00 ¹	1,324.86
5,017.31	Samuel E. Hilles Scholarship Fund	5,017.31	71.82	407.50	400.00 ¹	79.32
3,000.00	Class of 1913 Scholarship Fund	3,000.00	-13.65	340.53	344.00 ¹	-17.12
11,200.00	Class of 1917 Scholarship Fund	11,200.00	-31.73	1,010.24	1,000.00 ¹	-21.49
10,000.00	Daniel B. Smith Fund	10,000.00	-32.79	844.52	865.00 ¹	-53.27
75,534.58	Sarah Tatum Hilles Mem'l Scholarship Fund	75,534.58	725.54	8,573.46	10,000.00 ¹	-701.00
41,375.01	Elihu Grant Memorial Scholarship Fund	41,375.01	-153.78	4,029.63	4,150.00 ¹	-274.15
17,050.00	Christian Febigier Memorial Scholarship Fund	17,050.00	-69.98	1,794.60	1,800.00 ¹	-75.38
5,000.00	Joseph L. Markley Memorial Scholarship Fund	5,000.00	-97.53	567.55	486.00 ¹	-15.98
30,000.00	Joseph C. & Anne N. Birdsall Scholarship Fund	30,000.00	-85.61	2,844.58	2,875.00 ¹	-116.03
3,000.00	Daniel E. Davis, Jr. Memorial Scholarship Fund	3,000.00	-10.60	289.45	291.00 ¹	-12.15
20,000.00	Jonathan M. Steere Scholarship Fund	20,000.00	-345.36	1,380.29	1,380.00 ¹	-345.07
15,000.00	William Graham Tyler Memorial Scholarship Fund	15,000.00	-1,065.98	1,350.78	1,300.00 ¹	-1,015.20
4,300.00	1890 Memorial Scholarship Fund	4,300.00	66.73	300.80	290.00 ¹	77.53
51,411.96	1949 Campaign Scholarship Fund	51,803.91	-513.26	3,919.52	{ 3,114.00 ¹ 391.95 ³	-99.69
\$7,297,432.34	Forward	\$ 12,117.49	\$ 2,634.01	\$ 40,259.35	\$ 42,103.95	\$ 789.41

\$7,297,432.34 \$ 12,117.49 \$7,309,549.83

PRINCIPAL			INCOME			
Book Value 7/1/65	Increase (Decrease)	Book Value 6/30/66	Balance 7/1/65	Net Income	Expended	Credit Balance 6/30/66
FUNDS FOR SCHOLARSHIP (Cont.)						
\$7,297,432.34	\$ 12,117.49	\$7,309,549.83	\$ 2,634.01	\$ 40,259.35	\$ 42,103.95	\$ 789.41
					{ 1,000.00 ¹	
16,769.44	155.22	16,924.66	-26.43	1,181.65	{ 155.22 ³	0
25,000.00		25,000.00	12.73	1,759.42	1,773.00 ¹	-85
6,245.11		6,245.11	32.93	480.15	585.00 ¹	-71.92
5,000.00		5,000.00	-13.53	398.42	425.00 ¹	-40.11
10,000.00		10,000.00	20.06	577.77	865.00 ¹	-267.17
10,000.00		10,000.00	456.66	557.34	390.00 ¹	624.00
10,000.00	1,000.00	11,000.00	-10.99	484.54	500.00 ¹	-26.45
12,575.00		12,575.00	-28.61	713.98	722.00 ¹	-36.63
2,000.00		2,000.00	88.61	97.62	0	186.23
12,800.00		12,800.00	32.14	603.88	585.00 ¹	51.02
10,000.00		10,000.00	-247.41	498.31	500.00 ¹	-249.10
17,000.00	7,125.00	24,125.00	88.18	750.04	696.00 ¹	142.22
7,257.00		7,257.00	31.89	301.94	500.00 ¹	-166.17
16,369.19		16,369.19	11.41	686.74	1,304.00 ¹	-605.85
6,072.13	145.00	6,217.13	655.25	264.48	1,400.00 ¹	-480.27
	5,000.00	5,000.00		100.00		100.00
\$ 605,026.76	\$ 14,276.17	\$ 619,302.93	\$ 3,736.90	\$ 49,715.63	\$ 53,504.17	\$ -51.64

FUNDS FOR THE LIBRARY

\$ 17,435.06	\$ 10,000.00	\$ 27,435.06		\$ 1,659.86	\$ 1,659.86	\$ 673.38 ³
68,367.01	673.38	69,040.39		5,874.18		4,719.92 ⁴
			\$ -58.58			480.88 ⁵
						-58.58

PRINCIPAL			INCOME			
Book Value 7/1/65	Increase (Decrease)	6/30/66 Book Value	FUNDS FOR THE LIBRARY (Cont.)	Balance 7/1/65	Net Income	Credit Balance 6/30/66
5,000.00		5,000.00	William H. Jenks Library Fund	11.80	105.56	56.33
20,306.74		20,306.74	Mary Wistar Brown Williams Library Fund	2.15	1,900.17	1,902.32
173,078.14		173,078.14	Anna Yarnall Fund		18,951.74	0
635.47		635.47	F. B. Gummere Library Fund	29.40	68.11	69.59
1,002.34		1,002.34	Edmund Morris Fergusson, Jr. Memorial Fund	89.84	113.51	56.52
6,550.00		6,550.00	Class of 1888 Library Fund	79.91	743.49	823.40
1,253.52		1,253.52	Class of 1918 Library Fund	128.79	141.39	122.23
600.00		600.00	Quakeriana Fund	260.70	320.61	268.73
1,500.00		1,500.00	Mohonk Fund for Rufus M. Jones Coll. Myst.	55.56	146.43	81.67
5,000.00		5,000.00	Rufus M. Jones Book Fund	4,194.75	489.23	4,527.52
38,143.03	292.52	38,435.55	1949 Campaign Library Fund	5,129.23	2,925.17	1,937.29
2,336.47		2,336.47	Class of 1909 R. M. Jones Memorial Library Fund	134.65	108.97	139.50
1,000.00		1,000.00	Rayner W. Kelsey Fund	83.99	44.27	124.11
13,640.96		13,640.96	Sara & Francis Pawling Library Fund	576.05	584.58	1,160.63
70,600.00		70,600.00	Joseph R. Grundy Library Fund	846.98	2,737.88	992.25
0	997.50	997.50	Carlisle & Barbara K. Moore Fund		19.95	19.95
\$ 426,448.74	\$ 11,963.40	\$ 438,412.14		\$ 11,565.22	\$ 36,935.60	\$ 12,223.46

FUNDS FOR OLD STYLE PENSIONS

\$ 41,237.08	\$	41,237.08	President Sharpless Fund	\$	4,317.95	4,317.95
36,758.66		36,758.66	William P. Henszey Fund		4,213.52	4,213.52
68,113.78		68,113.78	Jacob P. Jones Benefit Fund		5,593.80	5,593.80
3,272.24		3,272.24	Pliny Earle Chase Memorial Fund		354.15	354.15
84,446.95	-(3,754.18)	80,692.77	Haverford College Pension Fund		8,600.70	8,600.70
\$ 233,828.71	-(3,754.18)	\$ 230,074.53			\$ 23,080.12	\$ 23,080.12

PRINCIPAL			INCOME				
Book Value 7/1/65	Increase (Decrease)	Book Value 6/30/66	FUNDS FOR SPECIAL PURPOSES				
			Brought Forward				
\$	\$	\$	Thomas Shipley Fund	\$ 884.76	\$ 594.80	\$	\$ 339.06 ⁵
1,126.75	1,126.75	1,126.75	Elliston P. Morris Fund	19.01	27.24		350.00 ²
4,197.87	4,197.87	4,197.87	John B. Garrett Reading Prize Fund ..	1,357.00	350.75		225.00 ²
9,227.07	9,227.07	9,227.07	Special Endowment Fund	3,304.74	717.39		4,022.13
2,296.88	2,296.88	2,296.88	Scholarship Improvement Prize Fund	1,490.85	272.43		95.00 ²
1,727.00	1,727.00	1,727.00	Elizabeth P. Smith Fund	1,733.99	196.37		1,668.28
2,546.88	2,546.88	2,546.88	S. P. Lippincott History Prize Fund ..	297.75	306.48		1,930.36
5,120.30	5,120.30	5,120.30	Frances Stokes Fund	30.37	581.17		404.23
			George Peirce Prize Fund	0	482.42		611.54
6,247.78	432.42	6,680.20	Lyman Beecher Hall Prize Fund	1,551.56	250.86		50.00 ²
2,155.00		2,155.00	Newton Prize Fund	291.57	333.72		432.42 ³
1,397.75		1,397.75	Edward B. Conklin Athletic Fund		221.35		100.00 ²
2,400.00		2,400.00	Edward Woolman Arboretum Fund ..	-124.59	1,175.97		50.00 ²
14,362.75		14,362.75	William Ellis Scull Prize Fund	2,030.34	227.02		883.95 ⁶
2,000.00		2,000.00	Paul D. I. Maier Fund		113.51		2,257.36
1,000.00		1,000.00	Strawbridge Observatory			93.51	0
3,839.54		3,839.54	Maintenance Fund	437.91	434.75		20.00 ²
			Jacob & Eugenie Bucky				138.00 ⁷
7,602.24		7,602.24	Memorial Fund	-1,021.40	653.82		734.66
2,218.77	133.89	2,352.66	Mathematics Department Prize Fund	0	183.89		21.00 ⁸
2,491.50		2,491.50	William T. Elkhinton Fund	1,629.26	282.64		50.00 ²
			Tilney Memorial Fund	2,045.56	724.20		133.89 ³
7,000.00		7,000.00	Class of 1902 Latin Prize Fund	57.37	15.89		9.59 ⁸
142.90		142.90	Class of 1898 Gift	1,641.63	606.15		1,300.00 ¹
6,315.00		6,315.00	Edmund J. Lee Memorial Award Fund	387.48	96.48		13.80 ⁷
1,006.50		1,006.50	David R. Bowen Premedical Fund ..	470.12	79.46		294.50 ⁹
1,402.55	100.00	1,502.55	Jonathan & Rachel Cope Evans Fund	1,476.88	1,130.57		10.00 ²
15,043.62		15,043.62				565.28	50.00 ²
							22.00 ⁷
							63.26
							2,247.78
							433.96
							527.58
							2,042.17

1,457.44	Edward Hawkins Memorial Fund	19.54	115.78	100.00 ¹⁰	35.32
500.00	William W. Baker Prize Fund	110.61	34.05	25.00 ²	119.66
300.00	John G. Wallace Award Fund	-4.80	13.62	23.00 ²	-14.18
4,000.00	Christian Religion & Thought Fund	369.07	221.35	130.00 ⁹	460.42
2,784.38	The Kurzman Prize Fund	46.82	136.21	125.00 ²	58.03
36,900.00	The Scholars in the Humanities Fund	4,008.55	1,838.87	2,823.13 ⁹	2,642.45
				381.84 ⁷	
	Fund for the Development of the				
	Natural Beauty of the Haverford				
25,000.00	Campus	726.52	1,459.33	980.00 ¹¹	1,205.85
	The Class of 1964 Faculty				
2,413.00	Salary Fund	87.37	93.08		180.45
4,005.00	Henry S. Drinker Music Fund	145.64	184.91		330.55
0	Electronics Research Fund	0	333.33		333.33
\$ 185,476.47		\$ 25,501.48	\$ 14,489.86	\$ 880.14	\$ 9,376.18
\$ 212,942.78					\$ 29,735.02

REPORT ON NON-CONSOLIDATED FUNDS

0	\$321,300.00	\$	6,488.50	\$	7,960.50 ¹¹	-\$1,472.00
31,623.45	31,623.45		1,558.50	\$	1,558.50	0
0	0		164.10		164.10	0
0	0		2,221.50		2,221.50	0
0	0		85.39		85.39	0
30,603.32	30,603.32	\$	188.50		785.35 ¹¹	198.37
30,633.23	557.00		900.00		900.00 ¹	900.00
86,069.32	-201.05		171.33		557.00 ³	
					3,622.44 ¹¹	166.68
3,203,898.24	567,346.56		154,333.54		90,219.96	94,737.27
					117,960.00 ⁴	
					21,092.56 ⁹	
					12,056.70 ⁷	
\$3,382,827.56	\$889,002.51	\$4,271,830.07	\$155,593.37	\$198,120.95	\$94,249.45	\$164,934.55
						\$94,530.32

DONATIONS FOR ADDITIONS TO FUNDS

1965 - 1966

CONSOLIDATED FUNDS

NON-CONSOLIDATED FUNDS

Gifts of: Henry G. Hood, Jr.	\$ 20.00	
Silas J. Ginsburg, M.D.	62.50	
James S. Maier (Insurance Policy)	<u>2,649.41</u>	\$ 2,731.91
LOUIS JAQUETTE PALMER SCHOLARSHIP FUND		
Gift of Triangle Society		459.00
SUMMERFIELD FOUNDATION SCHOLARSHIP FUND		
Additional gift		1,000.00
M. A. AJZENBERG SCHOLARSHIP FUND		
Additional gift of Mr. & Mrs. Walter Selove		7,125.00
ARCHIBALD MACINTOSH SCHOLARSHIP FUND		
Additional gifts from various donors		145.00
READER'S DIGEST FOUNDATION SCHOLARSHIP FUND (NEW)		
Gift of Reader's Digest Foundation		5,000.00
ALUMNI LIBRARY FUND		
Gift of anonymous donor		10,000.00
CARLISLE AND BARBARA K. MOORE FUND (NEW)		
Gift of Mrs. Carlisle Moore		997.50
DAVID R. BOWEN PREMEDICAL FUND		
Additional gift of Lewis H. Bowen		100.00
FUND FOR THE DEVELOPMENT OF THE NATURAL		
BEAUTY OF THE HAVERFORD CAMPUS		
Additional gift of John A. Silver	\$ 5,000.00	
Bequest of Bernard Lester	<u>10,800.00</u>	15,800.00
HENRY S. DRINKER MUSIC FUND		
Bequest of Sigmund Spaeth '04		1,000.00
ELECTRONICS RESEARCH FUND (NEW)		
Legacy of Bettine P. Blake		10,000.00
	TOTAL	<u>\$ 54,358.41</u>
ANONYMOUS GIFTS		
For Stokes Hall and Library Project	\$506,450.00	
	<u>67,812.00</u>	\$574,262.00
FRANCIS R. STRAWBRIDGE BEQUEST		
This bequest transferred to Library Project		\$ 15,000.00
NON-CONSOLIDATED FUNDS		
ANONYMOUS TRUST		
Subject to life interest		\$315,000.00

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Lawrence E. Brown & Company

ESTABLISHED 1882

Certified Public Accountants

W. EDWIN DILL
ROBERT W. JOHNSTON
ADDISON R. BROWN, JR.
ALBERT F. ZANGER

1917 FIDELITY-PHILADELPHIA TRUST BUILDING

PHILADELPHIA

December 9, 1966

To the Board of Managers
The Corporation of Haverford College
Haverford, Pennsylvania

Gentlemen:

We have examined the financial statement of the William Maul Measey Trust as of June 30, 1966, and the related statement of cash receipts and expenditures for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In accordance with the usual practice of the College, accrued income receivable on investments is not recorded until actually received.

In our opinion, subject to the above comment on accrued income receivable on investments, the accompanying financial statement and the related statement of cash receipts and expenditures present fairly the financial position of the William Maul Measey Trust at June 30, 1966 and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Very truly yours,

LAWRENCE E. BROWN & CO.
CERTIFIED PUBLIC ACCOUNTANTS

WILLIAM MAUL MEASEY TRUST

This trust was established by William Maul Measey by agreement dated June 27th, 1952 and supplementary agreement dated April 26th, 1956.

The trust agreements provide that the income shall be granted as aid to students without restriction as to sex, race or religious affiliation, in selected secondary schools or colleges, who on the basis of character, scholarship and financial situation, merit assistance in continuing their education.

In secondary schools aid is to be given to students who live in the institutions during school terms, and not to day students.

The capital of the trust is to be invested solely in common or ordinary corporate shares.

At the request of the donor this is the only statement made of this trust.

WILLIAM MAUL MEASEY TRUST

STATEMENT D

7/1/65 - 6/30/66

Book Value of Trust 7/1/65	\$1,407,046.32
Realized capital gains	101,817.90
Book Value of Trust 6/30/66	<u>\$1,508,864.22</u>

CASH STATEMENT OF RECEIPTS & EXPENDITURES

Principal

Cash balance 7/1/65	\$ 7,793.05
Investments realized	210,352.55
	<u>\$ 218,145.60</u>
Investments made	\$ 215,307.62
Cash balance 6/30/66	2,837.98
	<u>\$ 218,145.60</u>

Income

Cash balance 7/1/65 representing prior year income and reserve ..	\$ 90,253.36
---	--------------

Disbursements in year

To Haverford College for administration of Trust	\$ 8,930.81
To Haverford College for aid to 72 students ...	44,654.05
To secondary schools for aid to 66 students	35,000.00
	<u>\$ 1,668.50</u>

Current year income

Income from investments 7/1/65 - 6/30/66 (net)	\$98,629.65
Interest earned from savings fund a/c	2,167.16
Cash balance 6/30/66	<u>\$ 102,465.31</u>

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year.

TRUST FUNDS

W. PERCY SIMPSON TRUST

Provident Trust Co. and William J. Clark, Trustees

This perpetual Trust was established under the will of W. Percy Simpson, Class of 1890, who died Second Month 19, 1938. The will provides that one fourth of the net income from the residuary estate, after the death of his widow (who died in 1940) and of his son (who died in 1946), shall go to two grandchildren, and of the remaining three quarters one tenth shall go to Haverford College. Thus Haverford's share of the income now is 3/40th. The income comes partly from securities but largely from Texas Oil Royalties and rentals. Of the present income as estimated by the trustees, Haverford's share is about \$1,875 per annum.

The will further provides "without imposing any obligation upon Haverford College, I recommend to it the advisability of expending the moneys which shall from time to time come to it under this will or so much thereof as may be required for the examination and analysis of applicants for admission to the College with respect to their mental, physical and general qualifications, and of students therein for the purpose of determining the field of activity best suited to the individual."

The will further provides that whenever a vacancy shall occur by the death or resignation or otherwise of the individual trustee, the selecting of a new trustee shall be done by the governing body of Haverford College, and that if the College fails to perform this duty, the payment of further income to it shall terminate.

HENRY C. BROWN TRUST

Pennsylvania Co. for Banking and Trusts, Trustee

Founded Eighth Month 18, 1948, by bequest of estimated value of \$183,000 from Henry C. Brown, of Philadelphia, ex Class of 1866, to the Pennsylvania Co., in trust for benefit of Haverford College. The will provides that the income is to be used for current expenses. The will further provides that "the said College shall have power in its discretion to use a portion of the principal of the said trust estate not exceeding in any one year 20 per cent of the original fund for permanent purposes such as buildings, books and equipment proper for conducting the work of instruction and education."

NATHAN BRANSON HILL TRUST

Founded in 1904 by deposit with First National Bank and Trust Company of Minneapolis, Minn., Trust, of a paid up life insurance policy for \$5,000 by Samuel Hill '78, being in memory of his father, Nathan Branson Hill. The income is to be used to aid in the maintenance of Haverford College so long as it shall remain under the auspices of the Society of Friends. In 1931 Samuel Hill died and the policy realized \$5,039. The Trust is to remain in the care of the above named bank, now known as First National Bank of Minneapolis, until 21 years after the death of Samuel Hill's son, James N. Hill, who is still alive. At that time, the Trust is to terminate and the principal is to be vested in Haverford College absolutely.

MARY FULLER COOK TRUST

Girard Trust Corn Exchange Bank, Trustee Under Deed, Dated July 29, 1948

This perpetual trust created by deed of Mary Fuller Cook, who died April 25, 1955, widow of J. Horace Cook, Class of 1881, became operative in so far as the College is concerned, July 14, 1957, upon death of a life tenant.

The income from this trust is to be added to that from J. Horace Cook Fund "subject to the provisions of that fund, but with the understanding that if, in the judgment and discretion of the authorities of the College, such income shall be needed for purposes of the College other than scholarships, the College shall be free to so use it."

ENDOWMENT FUNDS FUNDS FOR GENERAL PURPOSES

GENERAL ENDOWMENT FUND

Founded in 1847 with subscriptions of \$50,000 by a number of Friends. Additions were made as follows: 1868, from an anonymous source, \$5,000; 1869, bequest of Ann Haines to increase the compensation of professors, \$2,670; 1870, bequest of Richard D. Wood, \$18,682.96; 1872, from William Evans, \$1,000; 1874, from executors of Jesse George, deceased, \$5,000; 1880, bequest of Dr. Joseph W. Taylor, \$5,000; 1901, legacy of Ann Williams, \$2,425.50; 1941, from children of Aubrey C. Dickson in his memory, \$300; 1954, Maria Luisa Gilde-meister, \$500; 1955, Estate of Elizabeth S. Dillinger, through Bessie Kohne Schenck, \$3,000; 1958, bequest of Henry H. Goddard, \$1,000; 1959, legacy of Herbert S. Langfeld '01, \$1,000; 1959, legacy of Jeannette K. Holmes, \$1,000; 1960, bequest of Ruth M. Walter, wife of Frank Keller Walter '00, \$2,500; 1965, bequest of William H. Harding, '18, \$5,000; 1965, gift of Robert L. Petry '20 \$4,015; 1966, gifts of Henry G. Hood, Jr. \$20; Silas J. Ginsburg, M.D. \$62.50; James S. Maier \$2,649.41. Present book value \$118,094.55. The income is used for salaries and scholarships.

JOHN FARNUM MEMORIAL FUND

Founded in 1878 by the heirs of John Farnum by gift of \$25,000 as a memorial to him. Added to in 1899 by legacy of \$10,000 from Elizabeth H. Farnum, widow of John Farnum. The income only is to be used to endow a "professorship of some practical science or literature." The chair of chemistry was designated as the "John Farnum Professor of Chemistry." The principal is held in the name of three trustees for the benefit of The Corporation of Haverford College. Present book value, \$31,623.45.

JOHN M. WHITALL FUND

Founded in 1880 by bequest of \$10,000 from John M. Whitall, Sr. Present book value, \$10,640.09. The bequest is upon the condition that the art of drawing, especially mechanical drawing, shall be taught, and the income only is to be used, and for this purpose.

DAVID SCULL FUND

Founded in 1885 by bequest of \$40,000 from David Scull, Sr. Present book value, \$44,806.59. The income only is to be used to endow a professorship. The chair of biology was designated as the "David Scull Professor of Biology."

EDWARD L. SCULL FUND

Founded in 1865 by net bequest of \$9,500 from Edward L. Scull, 1864. The legacy was added to the General Endowment Fund, but in 1888 it was set apart as a separate fund. Present book value, \$11,364.35. The income only is to be used. The bequest is free from any legally binding conditions, but it was the testator's desire "that some judicious means shall be employed by the Managers to further advise students on the subjects of diet and reading."

WISTAR MORRIS MEMORIAL FUND

Founded in 1892 by gift of \$5,000 in bonds by Mary Morris, widow of Wistar Morris, as a memorial to him. There are no restrictions. The income is used for general College purposes. Present book value, \$5,144.24.

ISRAEL FRANKLIN WHITALL FUND

Founded in 1896 by net legacy of \$9,667.83 from Israel Franklin Whittall. Present book value, \$10,781.94. The income only is used for the payment of professors or teachers.

JACOB P. JONES ENDOWMENT FUND

Founded in 1897 by residuary legacy of Jacob P. Jones. This amounted when received to par value of \$279,021.60; book value, \$332,301.60, and sundry real estate. The real estate has all been sold, netting \$847,709.92. Present book value, \$1,301,375.34. The income only is to be used for general College purposes, and out of said income there shall be admitted a portion at least of the students either free of charge or at reduced rates. In accordance with this provision, about \$7,500 per annum is used for scholarships, and the balance of income for general College purposes. Jacob P. Jones' will contains the following: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

JOHN FARNUM BROWN FUND FOR THE STUDY OF THE BIBLE, BIBLICAL HISTORY AND LITERATURE, PHILOSOPHY, AND KINDRED SUBJECTS

Founded in 1900 by the late T. Wistar Brown as a memorial to his son, John Farnum Brown '93. The original gift was in cash and securities of a par value of \$43,000, shortly afterwards increased by further gifts of \$15,000. The founder made further gifts of cash and securities until 1915, the total being \$19,381 cash and \$48,500 par of securities with book value of \$41,490. His total gifts therefore had a book value of \$234,970.81. Of this, \$5,000 donated in 1910 is for endowment of prizes in Biblical history and in philosophy. A portion of the income was capitalized each year to keep intact the full value of the fund until 1940 when this fund was included in the Consolidation of funds. Present book value,

\$275,899.76. The income only is to be used for the purpose of making provision for the regular study of the Bible and Biblical history and literature, and, as way opens, for religious teaching. In 1910, the scope and title of the fund were enlarged to include "and philosophy and kindred subjects." Income up to \$200 may be used for prizes in Biblical literature and philosophy.

CLEMENTINE COPE ENDOWMENT FUND

Founded in 1904 by bequest of \$25,000 from Clementine Cope. There are no restrictions. The income is used for general College purposes. Present book value, \$21,493.67.

JOSEPH E. GILLINGHAM FUND

Founded in 1907 by bequest of \$50,000 from Joseph E. Gillingham. The testator said, "I request, but I do not direct, that part of the income of this legacy may be used for free scholarships for meritorious students." In accordance with this request, \$800 was recently appropriated annually from the income for scholarships, the balance being used for general College purposes. Present book value, \$42,394.72.

ELIZABETH H. FARNUM FUND

Founded in 1891. The original principal of this fund, amounting to \$10,000, was held by the Provident Trust Co. of Philadelphia under a deed of trust created by Elizabeth H. Farnum of Philadelphia. The income was first paid to a life tenant until 1914, when income first accrued to the College "for the payment of the salaries of teachers and professors by the said College employed." Under date of Ninth Month 18, 1944, upon petition of the trustee, concurred in by the College, the Court of Common Pleas awarded the principal to the Corporation of Haverford College "to be administered by it for the purposes set forth in the deed of trust in accordance with the non-profit corporation law." Present book value, \$9,160.24.

JAMES R. MAGEE FUND

Founded in 1915 by bequest of \$10,000 from James R. Magee, 1859, and added to in 1925, 1926, 1928, 1929, 1930, 1931, 1932, 1936, 1937, 1940, 1944, 1947-48, and 1948-49 by additional payments of \$29,182.84, \$1,694.84, \$499.31, \$499.68, \$488.85, \$207.33, \$400, \$250, \$100, \$499.89, \$175, \$197.99 and \$7.40, under his legacy. Present book value, \$45,035.96. There are no restrictions except that the income only is to be used. This is applied to general College purposes.

ALBERT K. SMILEY FUND

Founded in 1915 by gift of \$1,000 from Daniel Smiley '78, as a memorial to his brother, Albert K. Smiley, 1849, and added to in 1924 and 1926. Present book value, \$1,500.00. There are no restrictions except that preference was expressed that the income only should be used. This is applied to general College purposes.

THE HINCHMAN ASTRONOMICAL FUND

Founded in 1917 by bequest of \$10,000 par value securities from Charles S. Hinchman. Increased in 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, and 1936 by donations of \$28,926.95 from a friend of the College. Present book value, \$39,515.48. The income only to be used "to increase the salary of the astronomical professorship so as to provide a suitable instructor in the ennobling study of the heavens."

WALTER D. AND EDITH M. L. SCULL FUND

Founded in 1918 by bequest of Walter D. Scull, whose death followed shortly after the death of his sister, Edith M. L. Scull. Each left his or her estate to the other, unless predeceased; in this latter case both American estates were left to Haverford College. Both were children of Gideon D. Scull, 1843, and resided in England. Income accumulated before the receipt of the fund by the College amounted to \$16,887.66, of which \$15,078.51 was added to the principal of the fund. Present book value, \$174,560.31. The fund was created to establish a professorship of modern English constitutional history, and the chair has been designated as the Walter D. and Edith M. L. Scull Professorship of History.

ALBIN GARRETT MEMORIAL FUND

Founded in 1919 by legacy of \$25,000 from Mary Hickman Garrett, in memory of her late husband, Albin Garrett, 1864. Present book value, \$26,771.00. There are no restrictions. The income is used for general College purposes.

ARNOLD CHASE SCATTERGOOD MEMORIAL FUND

Founded in 1919 by gift of \$30,000 in securities from Maria Chase Scattergood in memory of her son, Arnold Chase Scattergood, of the Class of 1919, who died in his Junior year. The income only is to be used toward the payment of professors' salaries. Present book value, \$24,381.59.

FRANCIS B. GUMMERE MEMORIAL FUND

Founded in 1920. This fund was started by a gift of \$25,000 from the late Miss Emily H. Bourne, of New York, conditional upon the raising of \$100,000 additional for an endowment of the Chair of English Literature in memory of her friend, Professor Francis Barton Gummere. A committee of alumni, consisting of J. Stoddell Stokes '89, chairman; E. R. Tatnall '07, treasurer; Hans Froelicher '12, secretary; Charles J. Rhoads '93; Alfred M. Collins '97; Winthrop Sargent, Jr. '08, and Parker S. Williams '94, working with President Comfort, organized a comprehensive campaign among the alumni and friends of the College to raise \$375,000 for this purpose and for increase of professors' salaries; the first \$100,000 of unspecified gifts was used to complete the Francis B. Gummere Memorial Fund to at least \$125,000, and the balance comprised the Isaac Sharpless Memorial Fund. Total book value, \$125,569.51.

ISAAC SHARPLESS MEMORIAL FUND

Founded in 1920. The alumni of the College conducted during 1920 a campaign for \$375,000 additional endowment for the College to make possible additional salaries to the professors. Appeal was made to found two new funds, the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund. The funds received, except where otherwise specified, were first applied to the completion of the former up to \$125,000 (see above). Specified gifts and donations thereafter received were then applied to the Isaac Sharpless Memorial Fund. The income only is to be used for salaries of professors. Total book value, \$218,728.43.

GENERAL EDUCATION BOARD FUND

The General Education Board of New York appropriated \$125,000 in 1920 to the campaign for increase of endowment when the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund, totaling \$375,000, were raised. Interest at five per cent was paid on the full sum for three years, and the \$125,000 in full payment was completed in 1926-1927. Total book value, \$126,076.83.

HAVERFORD IMPROVEMENT FUND AND CONSOLIDATED CAMPUS HOUSES ACCOUNT

Founded in 1922 to hold the Corporation's undivided share in College Lane land and eight houses. This property was turned over to the Corporation free of debt on Third Month 17, 1922, and with same the then debt of the Corporation amounting to \$155,942.15 was liquidated. The fund started with an undivided interest of \$19,000. There was added in 1922, \$9,000; and in 1925, \$2,000. In 1926, \$5,000 of this fund was sold and the proceeds were appropriated for the alterations to Roberts Hall. The balance of this fund, \$25,000, was also used in 1927 for the same purpose. The income was used for general College purposes.

The College Lane land was purchased in 1886 for the benefit of the College by David Scull, Justus C. Strawbridge, Richard Wood and Francis Stokes, Managers of the College and now all deceased. With contributions raised by them and by mortgages on which they went on the bonds, funds were raised to build six dwelling houses, and two houses were built by the Corporation itself. From the income of the houses the debt against the properties was gradually reduced until it was entirely liquidated in 1919. The net income from 1919 until 1922, when the property was turned over to the Corporation, was applied toward the reduction of the Corporation's debt.

As of Ninth Month 1, 1944, all of these eight College Lane houses, together with seven houses which had been bought for the College and formed a part of the College debt, and nine other campus houses which were owned free of debt, were consolidated at a combined valuation of \$281,331.70 into a new Campus Houses Account held by Consolidated Investment Account. There have been additional investments in other College houses from time to time and the present book value is \$748,362.84. Amortization of 1½% is to be applied to the annual reduction of the investment.

WILLIAM PENN FOUNDATION

Started in 1926 toward a fund of \$120,000 to establish a chair of lectureship in political science and international relations. This fund forms a part of the centenary program to raise \$1,000,000. This foundation is to be devoted, at the discretion of the Managers, to provide adequate undergraduate instruction in the theory and practice of our own and other governments, in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained. Book value to date, \$102,067.43.

WALTER CARROLL BRINTON MEMORIAL FUND

Founded in 1920 by gift of \$5,000 by the family of Walter Carroll Brinton, Class of 1915, who died in France Twelfth Month 8, 1918, while engaged in Friends' Reconstruction Work. The fund sustained the Walter Carroll Brinton Scholarship until 1926-1927. It was then increased \$6,000 by further gifts of the founders, and at their request the purpose was changed from a scholarship fund to form a separately named fund of the William Penn Foundation, with its income to be used for the same objects. Present book value, \$14,125.79.

CORPORATION FUND

Founded in 1928 by setting aside \$70,000 of proceeds from sale of 5.811 acres of land on the southern boundary and at the southeastern corner of the College farm. In 1937, the fund was increased \$8,810, being proceeds of the sale of 1.762 acres of land to the Philadelphia Skating Club and Humane Society for their new ice skating rink. In 1951 the fund was increased by \$4,994.50, being proceeds of the sale of .284 acres of land to Philadelphia Electric Co. In 1953-54 the cost of renovation of Philips wing in the Library was taken from this fund (\$60,175.56). Present book value, \$25,128.94. The fund is invested and the income used for general College purposes, until otherwise directed by the Managers.

ELIZABETH J. SHORTRIDGE FUND

Founded 12 Month 22, 1930, by bequest from Elizabeth J. Shortridge, without restrictions. Until otherwise directed by the Managers, the income only is used for general purposes. Present book value, \$10,000.

HOWARD COMFORT MEMORIAL FUND

Founded in 1934 by gift of \$1,000 from President William Wistar Comfort in memory of his father, Howard Comfort, Class of 1870, who was a Manager from 1880 until his death in 1912 and secretary of the Board of Managers from 1884 until 1908.

The fund was added to by further gifts from the same donor of \$1,000 in 1935, \$1,000 in 1936, \$2,000 in 1937 and \$500 in 1949. The income only is to be used for general purposes. Present book value, \$5,527.31.

ELLEN W. LONGSTRETH FUND

This fund was established in 1935 by a bequest of \$20,000 and her residuary estate from Ellen W. Longstreth, a Friend, belonging to Haverford Meeting and living in Bry Mawr. The principal and income are both unrestricted. This bequest and residue of \$84,416.28, together with further realization on residuary assets and and additional amount received upon the death of a life tenant of a trust, made a total of \$117,520.19. A part of this fund was used for the 1953-56 Building Program. Present book value is \$67,520.19.

ALBERT L. BAILY FUND

Founded in 1936 by an unrestricted bequest of \$5,000 from Albert L. Baily '78. The fund was added to in 1962 by a gift of Joshua L. Baily, Jr., \$150. The income is used for general purposes. Present book value, \$5,150.00.

ELIZABETH B. WISTAR WARNER FUND

Founded First Month 16, 1937, by unrestricted bequest of \$4,950 from Elizabeth B. Wistar Warner, of Germantown, widow of George M. Warner '73. The income is used for general purposes. Present book value, \$4,950.00.

T. ALLEN HILLES BEQUEST

Founded First Month 19, 1937, by receipt of the proceeds of a trust fund created in 1935 by T. Allen Hilles, Class of 1870, formerly of Wilmington, Delaware, recently of Glen Mills, Pa., who died 11th Month 15, 1935. The amount received in stocks and cash was \$285,000. Proceeds of mortgages of \$7,460.94 in 1938, and final cash from executor in 1939 of \$1,603.37 brought the gross total to \$294,064.31. From this was deducted in 1939 the final settlement of taxes and fees totalling \$13,300, thus making the final net bequest \$280,764.31. Accumulated income of \$12,489.77 was also received on First Month 19, 1937. In the trust created by the donor in 1935 he provided: "The gift to Haverford College shall constitute a fund to be known as 'The Hilles Bequest,' and the income shall be used for repair, upkeep and improvement of the building which I have given to Haverford College known as the Hilles Laboratory of Applied Science of Haverford College. My purpose in making this gift is primarily to relieve the Corporation of Haverford College from any additional expense on account of the erection of the building which I have given them, and the accompanying expansion of its educational activities, but whenever and if the Board of Managers or other governing body of the College shall determine it to be for the best interest of the College to devote the whole or any part of the income of the fund to use other than those above specified such income may be applied to such uses and in such manner as the Board of Managers or other governing body may in its absolute discretion determine." Present book value, \$280,764.31.

LEONARD L. GREIF, JR. AND ROGER L. GREIF FUND

Founded Ninth Month 29, 1937, by a gift of \$1,000 from Leonard L. Greif '34, and Roger L. Greif '37, of Baltimore. The gift was unrestricted, but the Managers have set aside this fund as endowment for general purposes, the income only to be used, until otherwise determined by them. Further gifts were received from Leonard L. Greif, Jr. in part through the 1949 campaign. The present book value is \$7,000.

EDWARD M. WISTAR FUND

Founded First Month 9, 1938, by gift of \$2,500 from Edward M. Wistar '72, for endowment, the income only to be used for general purposes. Present book value, \$2,500.00.

MORRIS E. LEEDS FUND

Founded Sixth Month 26, 1941, by a gift of shares of Leeds & Northrup stock, this fund was added to by further gifts of that company's stock during the lifetime of Morris Leeds. Upon his death he bequeathed to the College three-quarters of his entire residuary estate which bequest, like the gifts made in life, was entirely without restrictions either as to principal or income.

The fund was ordered by the Managers until otherwise directed to be included among the funds for general purposes. After an appropriation for the 1953-56 Building Program, it has a present book value of \$1,429,792.09.

J. HENRY SCATTERGOOD FUND

Founded Tenth Month 1947, by donations totalling \$1660 made by members of the Board of Managers in recognition of the services for 25 years of J. Henry Scattergood '96, as treasurer of the Corporation of Haverford College. A further gift of \$340 was made in 1943-44, \$200 in 1949-50, \$1,000 in 1950-51 (through 1949 campaign), \$1,000 in 1951-52 (through 1949 campaign), \$1,000 in 1952-53 (through 1949 campaign), and \$6,800 in 1953-54 (through 1949 campaign). Present book value, \$12,000.

The income of this fund is to be used in the field of international relations and to be at the disposal of the President of the College and the William Penn Professor holding the Chair in Political Science and International Relations. If the income in any year is not used for the special purposes as stated, in the discretion of the president, it may be used for general purposes. It is further provided that after Tenth Month 1, 1951 the use of the fund for other purposes, both as to principal and income, shall be subject to the direction of the Board of Managers of Haverford College.

PARKER S. WILLIAMS FUND

Founded Tenth Month 1, 1947, by unrestricted bequest of \$100,000 under the will of Parker S. Williams, Class of 1894, of Villanova, Pa., who died in 1942. The actual amount received from the executors was \$103,993.26, due to the increased value of certain investments, which were held, instead of being converted, under an agreement with the College. Income was paid to the College from time to time until the receipt of the bequest.

GILBERT C. FRY FUND

Founded Fourth Month 2, 1948, by an unrestricted gift of \$1,000 U. S. Treasury Bond from Gilbert C. Fry, of Germantown, Philadelphia, Class of 1923, in remembrance of his 25th anniversary of graduation. A new fund was set up and until otherwise ordered by the Managers, the income only will be used for general purposes. Further gifts of \$500 was made in 1949-50, \$1,000 was made in 1950-51 (through 1949 campaign), \$1,000, 1951-52, and \$1,500 in 1952-53, 1960-61, \$1,581.02. Present book value, \$6,581.02.

DANIEL B. BOYER FUND

Founded Third Month 3, 1948, with an initial gift of \$2,500 in stock from Daniel B. Boyer, Boyertown, Pa., Class of 1911. The donor's letter states: "It is my desire that the income from the stock be allocated for faculty use. If present reduced College income is not sufficient to cover current faculty needs, the Board of Managers should not hesitate to sell the shares and apply the proceeds for that purpose." A new fund was set up, and until otherwise ordered by the Managers, the income only will be used for faculty salaries.

MARRIOTT C. MORRIS FUND

Founded Ninth Month 1, 1948, by unrestricted bequest of \$10,000 from Marriott C. Morris, Class of 1885, of Germantown.

The fund is classified among unrestricted funds for General Purposes, and is included in Consolidated Investment Account. Book value, \$10,000.

1949 CAMPAIGN SALARY FUND

Founded Sept. 1, 1950 by a transfer of \$107,800 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to augment faculty salaries and for increasing, where necessary, the teaching staff to make possible the desired ratio between faculty and students.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the Capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$198,578.17.

THE RUFUS M. JONES FUND FOR ADVANCEMENT OF TEACHING

Founded Sept. 1, 1950 by a transfer of \$235,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to stimulate professional growth, encourage desirable research, make possible short-term absences for study or to render special service, and to raise professors' salaries.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$392,602.14.

WILLIAM PYLE PHILIPS FUND

Founded on the death of William Pyle Philips, Class of 1902, of New York City, N. Y. on December 18, 1950 by the bequest of his entire residuary estate as an endowment fund in perpetuity, the principal is to be invested in such securities as the Board of Managers shall deem advisable "but at least $\frac{1}{2}$ thereof to be invested in diversified common stocks."

The income is "to be applied from time to time to such purposes as said Board of Managers in their discretion shall deem advisable, provided, however, that approximately one-half ($\frac{1}{2}$) of such income be applied to one or more of the following purposes:

"(a) Purchase for the Treasure Room of the College Library of rare books which the College would not otherwise buy and comparable with the books mentioned in *Article Third* hereof;

"(b) Bringing to the College distinguished scientists or statesmen for a lecture or series of lectures, for courses of instruction, for seminars, for research or for other academic purposes; and

"(c) Subscription to important learned periodicals, domestic and foreign, of the various humanities and sciences, purchases of back numbers of such periodicals and binding of the same for permanent preservation in the College Library." Present book value, \$3,771,244.80.

WILLIAM B. BELL FUND

Founded in Ninth Month, 1951 by partial distribution of \$19,444.44 on account of an unrestricted bequest to the College of William B. Bell, Class of 1900, of New York, and in 1953-54 a final distribution of \$14,436.47.

The fund is to be used for General Purposes and is included in Consolidated Investments Account. Present book value is \$36,178.02.

DR. THOMAS WISTAR FUND

Founded in 1952, upon the termination of a Trust by the bequest of the residuary estate of Dr. Thomas Wistar, Class of 1858, the funds are to be kept invested and the net income used for such purposes either general or special as the Managers of said College may direct. Present book value is \$25,068.15.

THE CHARLES McCAUL FUND

Founded in 1953 by a bequest of $\frac{1}{2}$ th of the residuary estate of Mary N. Weatherly. The fund is to be known as The Charles McCaul Fund, in memory of her step-father. The income only shall be spent.

The use of the fund is unrestricted but it is the hope of the testatrix that some portion of the income may be used to provide one or more scholarships, and that

the rest of the income may be used to provide *sound and conservative instruction* in the social sciences.

"It is my preference that such scholarships be awarded to students who show especial interest in the field of religion and the social sciences, but I do not specifically limit the use of the fund, having confidence in Haverford College to teach high ideals." The present book value of this fund is \$37,187.20.

ISAAC & LYDIA COPE SHARPLESS FUND

Founded in 1953 by bequest of \$5,000 from Lydia Cope Sharpless, who died Sept. 23, 1952, "in memory of my husband Isaac Sharpless." The fund is without restriction, and has a present book value of \$5,000.

CLASS OF 1937 FUND

Founded Fifth Month 16, 1955 by a gift of \$4,500 from Margaret A. Lester and John A. Lester, '96, in appreciation of the benefits rendered to their son, John A. Lester, Jr. '37.

The fund is unrestricted and has a present book value of \$4,500.

J. HORACE COOK FUND

Founded in 1955 by a bequest under the will of J. Horace Cook, Class of 1881, who died March 25, 1939, this bequest became effective on the death of Mary Fuller Cook, his widow. This fund is "to be kept . . . and the income to be used for the needs of the College as it shall see fit, but preferably for a scholarship, one to be awarded each year so there will be a student in each class receiving his tuition from this fund. Ten per cent of the net income for each and every year shall be added to principal of this Fund." Present book value, \$129,104.50.

THE FORD FOUNDATION ENDOWMENT FUND

The Ford Foundation made grants to the college on July 1, 1956 and June 27, 1957, for an Endowment Fund totaling \$345,000.

In accordance with the terms of the gift, "Until July 1, 1966, the principal of the grant shall be held by the grantee institution only as endowment, and the income from such grant shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purposes of the institution."

THE FORD FOUNDATION ACCOMPLISHMENT FUND

The Ford Foundation also made on July 1, 1956 and June 27, 1957, two payments for an accomplishment grant in the amount of \$214,000. This grant was made in recognition of the fact the College had, with certain other institutions to whom similar grants were made, taken the lead in their regions in improving the status and compensation of American college teachers.

"The purpose of the grant shall be to advance the academic program of the grantee institution either by increases in faculty salaries or by meeting other pressing academic needs. The grant may be spent in whole or in part, from time to time, as the grantee institution may determine." Withdrawn in 1965, \$138,198.06. Present book value, \$75,801.94.

THOMAS HARVEY HAINES AND HELEN HAGUE HAINES FUND

Founded in 1956 by a bequest of one-third of the residuary estate of Helen Hague Haines, this fund was given in memory of Thomas Harvey Haines, Class of 1896. The proceeds are to be used to "promote understanding among men by research, training and teaching in the field of human relations." Present book value is \$12,426.18.

EMILY BISHOP HARVEY FUND

Founded in 1958 by a bequest of \$10,000 from Emily Bishop Harvey of Radnor, Pa., patron and friend of the College, who died November 12, 1957, this fund is without restrictions and is to be used for the general purposes of the College. Book value is \$10,000.

CLASS OF 1933 TWENTY-FIFTH ANNIVERSARY FUND

Founded in 1958 by initial gift of \$6,477.50 from the class, at its 25th reunion, the income is to be used for general College purposes at the discretion of the Board of Managers. However, the Board may use the principal, if conditions unforeseen at the time of establishment of the fund make it advisable. Present book value, \$8,932.50.

JOHN E. HUME FUND

Founded in 1959, by a bequest of one-third of the residuary estate of John E. Hume, Class of 1897, the fund is unrestricted and is to be used for general purposes. Present book value, \$35,828.17.

FREDERIC H. STRAWBRIDGE FUND

This gift was left to the College by Frederic H. Strawbridge, Class of 1887, upon his death in 1958. The fund represents the culmination of a long series of gifts made during his fifty-one years as a member of the Board of Managers. It is unrestricted, and has a present book value of \$10,000.

WILLIAM H. COLLINS FUND

Established by the bequest of the residuary estate of Julia Cope Collins, who died August 20, 1959, and who was long a devoted friend and neighbor of the College, and widow of William H. Collins, Class of 1881, for many years head of the College Building and Grounds Division, the use of this fund is to be left to "the judgment of the governing body of the College." Julia Collins states in her will that "if the income from this fund, or some part of it, could be used for scholarships for deserving students, I should approve of such use but . . . I do not restrict the use of the fund for this purpose." The present book value is \$185,110.15.

MARY FRANCES NUNNS FUND

Founded in 1960 by a bequest of \$25,000 from Mary Frances Nunns, the income is to be used for scholarships unless otherwise directed by the Board of Managers, they being empowered by the will to use the income for scholarships or general purposes. The present book value is \$25,000.

ELI NICHOLS FUND

This fund, created under the will of Eli Nichols, Class of 1912, representing one-half of his residuary estate, came into possession of the College in January, 1961 on the death of Anna E. Nichols.

By his will the fund is left to Haverford College "to be added to the general endowment funds of said College or to be used by the trustees of said College as in their judgment and discretion may be for the best interest of said College." Withdrawn in 1965, \$267,764.

The present book value of the fund is \$78,342.56.

WILLIAM GIBBONS RHOADS FUND

This fund was established in 1961, by a bequest of \$25,000 from William Gibbons Rhoads, Class of 1897, who died December 10, 1960.

His will directed that the "income from the aforesaid gift to the Board of Managers of Haverford College shall be used for visits to the College by distinguished persons in the field of the humanities and social sciences. These visits may be for a lecture, a series of lectures, for purposes of instruction, for seminars for research, or for other academic purposes. However, the income and/or principal of the fund may, at the discretion of the Board of Managers, be used for any purpose which they may consider to be of more value to the College, or the fund may be merged with the general endowment of the College and the income or principal or both used toward the general expenses of the College." The present book value is \$25,000.

PHILIP B. AND LOUISE SPAHR DEANE FUND

This fund was established in 1961 by gifts of \$10,735, from Philip B. Deane, Class of 1911 and his wife, Louise Spahr Deane of York, Pa., in gratitude for the scholarship help and educational opportunities made available to Philip Deane during his years at Haverford.

The income from this fund, on their death, is to be used for the general purposes of the College. Present book value, \$30,603.32.

CLASS OF 1911 — FIFTIETH ANNIVERSARY FUND

Established in 1961 by gifts of the Class of 1911 in celebration of their 50th anniversary, the income and principal are to be used for general College purposes. The present book value is \$5,904.81.

THE CLASS OF 1935 — TWENTY-FIFTH ANNIVERSARY FUND

Initiated in 1960 by gifts of the members of the Class of 1935, in connection with their twenty-fifth anniversary, both income and principal may be applied for the general purposes of the College. The present book value is \$7,275.67.

THE CLASS OF 1937—TWENTY-FIFTH ANNIVERSARY FUND

The fund was established by gift from the members of the Class of 1937 upon their 25th anniversary. There are no restrictions, but it was thought that a present need was in connection with the library and the income is currently used for this purpose. Present book value is \$25,083.31.

ALLEN C. THOMAS FUND

This fund represents the gift of the residuary estate of Miriam Thomas, who bequeathed it to the College as a memorial to her father, Allen C. Thomas, for many years beloved Librarian and Professor of History at Haverford. The bequest became effective upon the death of Edward Thomas on November 16, 1962. It is unrestricted as to the use of either principal or income and has a present book value of \$25,148.45.

CHARLES E. GAUSE FUND

The fund came into the hands of the College in 1964 upon the death of a life tenant having been created under a deed of trust of Charles E. Gause, Class of 1880. It is to be used for the general purposes of the College, and has a present book value of \$21,147.97.

FUND FOR GRADUATE SCHOOL MOSES BROWN FUND

A trust founded by T. Wistar Brown, in 1906, as a memorial to his father, Moses Brown. Transferred to the College in 1916 after his death, having at that time a par value of \$372,821.91 and book value of \$318,823.56. Present book value, \$407,053.40. The fund was created to establish a graduate course in religious study in harmony with and supplementary to the teaching and study provided for by the John Farnum Brown Fund. The income only is to be used; at least ten per cent of the total income must be capitalized each year. The unused income, if any, is likewise capitalized at the close of each fiscal year. The graduate school supported by the Moses Brown Fund was designated "The Thomas Wistar Brown Graduate School." In 1927 the former separate school was discontinued and eight graduate scholarships were created.

In 1937-1938, arrangements were first made for cooperation in courses with Pendle Hill, a school for religious education under the care of Friends, located at Wallingford, Pa.

FUNDS FOR INFIRMARY INFIRMARY ENDOWMENT FUND

Founded in 1911 from subscriptions totaling \$9,072.55, raised among alumni and friends of the College. The income is used toward the expenses of the Morris Infirmary. Present book value, \$9,653.44.

JOHN W. PINKHAM FUND

Founded in 1911 by legacy of \$5,000 from John W. Pinkham, 1860, being transmitted by gift from his widow, Cornelia F. Pinkham. There are no binding conditions, but as she expressed an interest in the Morris Infirmary, then building, the Board of Managers directed that the income of this fund should be used in the support and maintenance of the Infirmary. Present book value, \$5,059.50.

FUND FOR HAVERFORD UNION HAVERFORD UNION FUND

Founded in 1920 by gift from the former Haverford Union members of \$1,000 par value of bond at book value of \$800 and \$678.59 cash, and all the personal property in the Union from the Haverford College Union. The College assumed the responsibility for the care of the building First Month 16, 1920. The income is used toward the maintenance of the Union building. Present book value, \$1,878.82.

FUNDS FOR SCHOLARSHIPS THOMAS P. COPE FUND

Founded in 1842 by gift of sixty shares of Lehigh Coal and Navigation Co. stock, par value \$3,000, from Thomas P. Cope. Present book value, \$5,257.82. The income only is to be used "for the education of young men to qualify them to become teachers, but who are not of ability to pay their own schooling." This fund sustains the Thomas P. Cope Scholarships.

EDWARD YARNALL FUND

Founded in 1860 by bequest of \$5,000 from Edward Yarnall. Present book value, \$6,069.23. The income only is to be used for "the support of free scholarships." The fund sustains the Edward Yarnall Scholarships.

ISAIAH V. WILLIAMSON FUND

Founded in 1876 and increased in 1883 by gifts of sundry ground rents from Isaiah V. Williamson. Present book value, \$19,817.40. The income only is to be used for free scholarships. The fund sustains the Isaiah V. Williamson Scholarships.

RICHARD T. JONES SCHOLARSHIP FUND

Founded in 1885 by bequest of \$5,000 from Jacob P. Jones as a memorial to his late son, Richard T. Jones, 1863. The income only is to be used to sustain the "Richard T. Jones Scholarship." Present book value, \$5,056.25.

MARY M. JOHNSON SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Mary M. Johnson. Accrued interest before payment to the College increased the fund by \$3,062.95. The bequest was to establish a "perpetual scholarship." The fund sustains the Mary M. Johnson Scholarships. Present book value, \$7,013.61.

SARAH MARSHALL SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Sarah Marshall. Accrued interest before payment to the College increased the fund by \$2,589.49. The bequest was to establish a "perpetual scholarship." The fund sustains the Sarah Marshall Scholarships. Present book value, \$7,919.76.

CLEMENTINE COPE FELLOWSHIP FUND

Founded in 1899 by gift of \$25,000 from Clementine Cope. The gift was to establish the "Clementine Cope Fellowship Fund to assist worthy and promising graduates of Haverford College in continuing their course of study at Haverford or at some other institution of learning in this country or abroad." The selection of the Fellows is made by the Board of Managers upon nomination by the faculty. Present book value, \$22,845.86.

ISAAC THORNE JOHNSON SCHOLARSHIP FUND

Founded in 1916 by gift of \$5,000 from Isaac Thorne Johnson '81. Present book value, \$10,234.13. The gift was to establish "The Isaac Thorne Johnson Scholarship to aid and assist worthy young men of Wilmington Yearly Meeting or of the Central West to enjoy the privileges of Haverford College." Unused income is added to the principal of the fund.

CASPAR WISTAR MEMORIAL SCHOLARSHIP FUND

Founded in 1920 by gift of Edward M. and Margaret C. Wistar of \$5,000 par value in bonds in memory of their son, Caspar Wistar, of the Class of 1902, who died in Guatemala in 1917 while engaged in mission service in that country. The income only is to be used for scholarships, primarily for sons of parents engaged in Christian service, including secretaries of Young Men's Christian Associations, or students desiring preparation for similar service in America or other countries. A further gift of Miss Raquelita Wistar of \$4,228.13, was received. Present book value, \$11,662.39.

J. KENNEDY MOORHOUSE SCHOLARSHIP FUND

Founded in 1926 by gifts totaling \$3,000, with \$1,000 added in 1926, and \$1,000 in 1928 and \$1,000 in 1929 from the Class of 1900 in memory of their classmate, J. Kennedy Moorhouse. The scholarship provided by this fund is "to be awarded, whenever a vacancy shall occur, to the boy ready to enter the freshman class, who in the judgment of the president of the College appears best fitted to uphold at Haverford the standard of character and conduct typified by J. Kennedy Moorhouse, 1900, as known to his classmates A man, modest loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living." Present book value \$5,155.85.

LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

Founded in 1928 by gift of \$5,000 from Triangle Society, as follows:

"The Triangle Society of Haverford College herewith presents to the Corporation of Haverford College, a fund of Five Thousand Dollars (\$5,000) to be hereafter known and designated as the 'Louis Jaquette Palmer Scholarship Fund';

"This fund represents contributions from the members of the Triangle Society of Haverford College who have been thus inspired to perpetuate the memory of their fellow member, Louis Jaquette Palmer, of the Class of 1894, one of the founders of the Triangle Society, whom they admired for his cooperative spirit and constructive interest in student and community welfare. The fund is placed with the Corporation of Haverford College with the understanding:

"That such student shall be selected from a list of those eligible for entrance to Haverford College, who shall have combined in his qualifications the fulfillment of such conditions as apply to applicants for the Rhodes Scholarships under the terms of its creation, and furthermore that the student so selected and entered in Haverford College may continue to receive said scholarship fund throughout his course at College, subject to the approval of the Committee, otherwise preference shall be given to applications for the freshman class;

"That the selection of said student and the determination of the qualities and conditions hereinbefore mentioned shall be subject to the decision and control of a committee of three (3), which committee shall be composed of two (2) members of the Triangle Society and the president of Haverford College, the said members of the Triangle Society to select and recommend the applicants and the committee as a whole to determine their qualifications and eligibility.

"Finally, in the event that no student is selected by the Triangle Society or that a vacancy occurs, the income from said funds and any additions shall accumulate as provided under the customary rules and regulations of the Corporation of Haverford College."

This fund has further been added to by yearly contributions from members of the Triangle Society. Present book value is \$18,181.13

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP FUND

Established in 1931 by bequest of \$5,045.60 from Mary Newhall in memory of her father, Paul W. Newhall, a Manager, 1844-48, for the establishment of a scholarship fund. The income only to be used for free scholarship purposes. Present book value, \$5,045.60.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIP FUND

Founded in 1935 by gift of \$750, \$2,000 each year, 1936 to 1940, and in 1942; \$2,500 in 1941; \$1,000 in 1943; \$1,000 in 1944; \$2,000 in 1945; \$2,000 in 1947-1948, \$1,000 in 1949-1950, by Harry M. Zuckert, New York, in memory of his son, Robert Martin Zuckert, of the Class of 1936, who was killed in an accident in June 1935. The income is to be used for scholarship and the donor said, "I should prefer a boy who is a native of New York or Connecticut and who now resides in one of those States." Present book value, \$22,250.00.

SAMUEL E. HILLES SCHOLARSHIP FUND

Founded in 1935 by gift of \$5,000 from Mrs. Mina Colburn Hilles, of Orlando, Fla., in memory of her husband, Samuel E. Hilles, Class of 1874, formerly of Cincinnati, who died in 1931. This fund was created under a trust deed with Central Title and Trust Co., Orlando, Fla., to which annual reports are to be made. The income only is to be used for scholarships for worthy students who are unable to finance their expenses at Haverford College. Present book value, \$5,017.31.

CLASS OF 1913 SCHOLARSHIP FUND

Founded Fourth Month, 15, 1937, by gift of \$3,000 from Class of 1913 for the endowment of scholarship aid. The income only is to be used for scholarship aid, to be awarded annually to a worthy student of any undergraduate class. Preference is to be given to sons of members of the Class of 1913 who may apply and who meet the usual requirements of the College. Present book value, \$3,000.

THE AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIP FUND

Founded Fifth Month 31, 1939, by gift from two anonymous friends of Dr. Augustus Taber Murray '85, by gifts of \$20,000 par value of securities subject to annuity during their lives, and with permission to use principal for the annuity payments, if necessary.

Upon the deaths of the two annuitants, the remaining principal shall be held in a fund, the "Income to be used for scholarships in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885, and for many years a professor of Leland Stanford University, the fund to be known as "The Augustus Taber Murray Research Scholarship." The scholarships in English literature or philology, the classics, German literature or philology (in order of preference) shall be awarded upon such terms and conditions as the College may from time to time establish to students who have received the bachelor's degree at Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy or such degree as may in the future correspond to that degree."

The amount of the scholarship is to be \$900 a year whenever awarded, and only unmarried students are eligible to hold it. Present book value, \$31,190.23.

THE CLASS OF 1917 SCHOLARSHIP FUND

Founded Seventh Month 13, 1942, by initial gift of \$2,000 from the Class of 1917, John W. Spaeth, Jr., treasurer, as a Twenty-fifth Anniversary gift. A further gift of \$250 was made at the same time to cover the first two years of a scholarship of \$125 per year. Preference is to be given to a son of a member of the Class of 1917. The income only is to be used for a scholarship to the extent of \$150 per annum. This was increased to \$200 per annum in 1947-1948. Further contributions from the members of the Class of 1917 are to be applied in the following order:

(1) — To supplement the annual income from the principal sum of \$2,000, so that the annual scholarship stipend shall be \$150 (increased to \$200 in 1947-48,

increased to \$300 in 1949-50, increased to \$500 in 1952-53), or as near that sum as may be;

(2) — To add to the principal sum any surplus of these annual contributions not needed to serve the purpose of (1). Since the scholarship stipend for the years 1942-1943 and 1943-1944 was already provided for by the additional \$250 already contributed by the Class of 1917, the annual contributions from the class in these two years was added at once to the principal sum of \$2,000, thus serving the purpose of (2) above. Further contributions have been made annually to make their present book value \$11,200.

DANIEL B. SMITH FUND

Founded Tenth Month 6, 1943, by gift of \$2,500 from Anna Wharton Wood, of Waltham, Mass., who died in 1944. This was increased Fifth Month 24, 1945 by a bequest of \$2,500 made by Miss Esther Morton Smith, of Germantown, Philadelphia, who died Third Month 18, 1942, by a further bequest by Dorothea Atwater Smith of \$5,000 March 10, 1958.

This fund is established by the granddaughters of Daniel B. Smith "in loving memory of their grandfather and his intimate association with the early years of the College."

The income is to be used, in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be give to a descendant of their father, Benjamin R. Smith, if any such should apply. Present book value, \$10,000.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND

Founded Eleventh Month 1, 1943 by bequest of \$75,534.58 from Joseph T. Hilles, 1888, in memory of his mother "Sarah Tatum Hilles."

The will directs that the income be used "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; they are to be awarded by the Managers upon "needy and deserving students," and to be known as "Sarah Tatum Hilles Memorial Scholarships."

It is estimated that 12 scholars can be thus provided for at present. Present book value, \$75,534.58.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

Established Second Month 2, 1944, by gift of \$200 from Mrs. Elihu Grant to supplement the simultaneous transfer of \$803.73 to this new fund from Donations Account, being the balance of donations made by Dr. Grant during his lifetime to the Beth Shemesh account, and \$75 realized from the sale of some of his books. Mrs. Grant has made a further gift of \$1,000 in 1943-44 and \$2,000 in 1944-45. And, Grant Foundation, Inc., gave \$10,000, also in 1944-45. Mrs. Grant made a further gift of \$1,000 in 1945-46. In 1949-1950 in connection with the campaign, the Grant Foundation made a further gift to the College of \$25,000, to be added to this fund.

With the donor's approval, the terms of the fund are as follows:

"Founded in 1944 to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938, a member of the College faculty. The income from this fund is applied to scholarship assistance to students in the humanities, primarily those specializing in the study of Biblical literature and Oriental subjects, and is limited to those whose major subject has been approved by the College faculty. In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College." If conditions change, the Managers are given power to change the use of the fund. In making the additional grant in 1949-50, the Foundation stated that "the income from this present gift may be allocated as scholarship or fellowship awards by the proper authorities of the College to undergraduate or graduate students without restriction as to courses of studies." Present book value, \$41,375.01.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP FUND

Founded Sixth Month 13, 1946 by a gift of \$8,000 from Madeleine Seabury Febiger, of Philadelphia, in memory of her husband, Christian Febiger, Class of 1900.

On Third Month 18, 1949 a bequest of \$9,050 was received from the executors of Mrs. Madeleine Seabury Febiger, who died September 27, 1947, and was added to this fund.

The income only is to be used in paying the tuition or other college expenses of worthy, needy students at Haverford College. Present book value, \$17,050.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP FUND

Founded 2nd Month 10, 1947 by gift of \$5,000 from Mrs. Mary E. B. Markley of Ann Arbor, Michigan, widow of Joseph L. Markley, A.B. '85, M.A. '86, who was professor of mathematics at University of Michigan. The gift was made "to be held as an endowment fund in memory of Joseph L. Markley of the Class of 1885, the income of which is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need."

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIP FUND

Founded 2nd Month 24, 1947 by initial gift of \$10,000 from Dr. Joseph C. Birdsall, Class of 1907, of Haverford, Pa., "for the establishment of a new fund to be known as Joseph C. and Anne N. Birdsall Scholarship Fund, the income only to be granted each year, in the discretion of the faculty of Haverford College, as scholarship aid to some student or students of Haverford College who are preparing for medicine—the selection to be upon the basis of character, scholarship and financial need." Further gifts 1947-48, \$5,000; 1948-49, \$5,000; 1949-50, \$5,000; 1956-57, \$5,000. Present book value, \$30,000.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP FUND

Founded by gifts made First Month 20 and Second Month 17, 1948, totaling \$3,000, by Mr. and Mrs. Daniel E. Davis, of Sewickley, Pa., to establish the Daniel E. Davis, Jr. Memorial Fund, in memory of their son, ex Class of 1944, who was killed in aerial warfare in the Pacific.

The income from the fund is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need.

JONATHAN M. STEERE SCHOLARSHIP FUND

Founded Twelfth Month 28, 1948 by gift of \$2,300 from Jonathan M. Steere, Class of 1890. Classified among the Scholarship Funds and included in Consolidated Investment Account.

The donor's provisions governing the use of the fund are as follows: "With this stock, or its proceeds, I wish to establish a fund for a scholarship primarily for a graduate of Moses Brown School, Providence, R. I., now under the care of New England Yearly Meeting of Friends. Should the scholarship not be awarded in any one year to a graduate of Moses Brown School, it may be awarded to someone else, preferably from New England, in the discretion of the College. If advisable, it may be given to more than one boy in any year. My preference is that it be awarded to a member of the Society of Friends, but I do not so restrict it. Should the time come when, for any reason, scholarships may not be needed or desirable, having full confidence in the management of the College, I wish that both the principal and the income be used as the College in its sole discretion shall determine.

"I suggest that at the College it be known as the 'Moses Brown School Scholarship', and at the School as the 'Haverford Scholarship'." A further gift of \$4,985 was made in 1949-50 and \$2,715 in 1950-51.

Upon his death on September 21, 1958, \$10,000 was added by bequest to the fund making the present book value \$20,000.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP FUND

Founded Tenth Month 1949 by gift of \$15,000 from Miss Mary Graham Tyler in memory of her father, William Graham Tyler, Class of 1858. Formerly of Philadelphia, William Graham Tyler took an active part in civic improvement in New Jersey and in Iowa, and was concerned with the advancement of Friends Education at both William Penn College and Haverford College.

The income from the fund is to be granted each year, in the discretion of the College, as scholarship aid to some student or students on the basis of character, scholarship, and financial need. Preference is to be given to students from Oskaloosa, Iowa, or William Penn College in that state.

1890 MEMORIAL SCHOLARSHIP FUND

Founded in March 1950 by a gift from Andrew L. Lewis of Worcester, Pennsylvania, in memory of his father, John F. T. Lewis, of Class of 1890, "and in recognition of his father's friendship with the members of his class."

The income from this fund is to be awarded as a scholarship by the College to a deserving student. Since in the beginning the income from this fund will not be large enough to furnish an entire scholarship it may be used in conjunction with some other scholarship to insure aid of material size. Increased by \$100 in 1951-52, and \$100 in 1952-53 and \$100 in 1961-62. Additional gifts of Andrew L. Lewis in 1963-64 of \$500; 1964-65, \$1,000. Present book value, \$4,300.

1949 CAMPAIGN SCHOLARSHIP FUND

Founded Sept. 1, 1950 by a transfer of \$38,610 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds available for scholarships, in order to maintain the quality and increase the diversity of the student body and to carry on the tradition that personal merit rather than ability to pay is the primary entrance qualification.

Until otherwise ordered by the Board 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$51,803.91.

MAX LEUCHTER SCHOLARSHIP FUND

The plan for this fund was evolved during the life of Max Leuchter, who died in 1949, and carried out upon his death by his wife Cecila P. Leuchter and his sons, Ben Z. Leuchter and Joel C. Leuchter. Self educated after completion of grade school, becoming editor and publisher of the Vineland *Times Journal*, Max Leuchter wished to benefit the College to which he sent his son, and which he had come to greatly admire.

The purpose of the donors in making this gift in 1950 of \$10,000 was to "create a scholarship which shall be given yearly to a student whose need can be demonstrated, whose academic performance meets the College requirements, and who, in addition, gives promise of making an outstanding contribution to the life of the College through his breadth of interest, his love of hard play and of hard work."

The scholarship shall be in the amount of \$300 in the beginning. It may be given to a new student each year or to one student through each of his four years. All income received above \$300 shall be capitalized each year.

"When the income from the fund reaches proportions such that an additional scholarship of \$300 can be awarded, and that at the same time at least \$300 can be returned to the fund, the additional award shall then be made.

"It is the further wish of the donors that, while their interests are primarily

as stated above, should the Board of Managers of the College be faced with circumstances which cannot be foreseen now, the Board may, at its discretion, use the income from the fund for College purposes other than the scholarship purposes." The present book value is \$16,924.66.

A. CLEMENT WILD SCHOLARSHIP FUND

Founded in 1951 by a first gift of \$4,087.50 of Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from the fund is to be used for a scholarship or scholarships, to be granted without restrictions in the discretion of the College.

In making the gift the donor, though reiterating the freedom from restrictions, expressed the feeling that as A. Clement Wild was born in England, becoming a naturalized American citizen, a grant to an English exchange student or someone in a similar category would be appropriate. Increased by \$4,625 in 1951-52; \$4,300 in 1952-53; in 1953-54 \$4,100; in 1954-55 \$5,300; and in 1955-56 \$2,587.50. The present book value is \$25,000.

CAROLINE CHASE SCHOLARSHIP FUND

Founded December 10, 1951 by payment on a bequest of part of the residue of the estate of Caroline Chase, daughter of Thomas Chase, one time president of the College, of Providence, Rhode Island, whose will provided:

"This gift is made as an expression of my father's enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature.

"It is my intention that the said share given to said Haverford College shall be used for any of the educational purposes of said College according to the discretion of the president of the time being."

Present book value of the fund is \$6,245.11.

ROY THURLBY GRIFFITH MEMORIAL FUND

Founded in 1953 by a legacy of \$5,000 from Grace H. Griffith, who died April 14, 1952, in memory of Roy Thurlby Griffith, Class of 1919. "The income therefrom to be used for a scholarship or scholarships for such individual or individuals as in the judgment of the trustees of said College shall be deserving of the same. The trustees of said College shall have full power and discretion to determine the number of scholarships, the amount of such scholarships, and the recipients of the same, but it is my desire that wherever possible preference shall be given to boys who have no father and who are in need of financial assistance." Present book value, \$5,000.

CLASS OF 1904 SCHOLARSHIP FUND

Founded June 4th, 1954 in commemoration of its fiftieth anniversary by the Class of 1904 and the families of its deceased members, the fund is to be used for scholarship purposes and has a present book value of \$10,000.

INAZO NITOBÉ SCHOLARSHIP FUND

Founded in 11th Month 1955 by a bequest of \$10,000 under the will of Anna H. Chace of Providence, R. I. The fund became payable upon the death of her sister Elizabeth M. Chace.

"The income, or so much thereof as said College may deem best, (is) to be used and applied for the education at said Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship." Present book value, \$10,000.

THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

Founded February 1956, by a gift of \$1,000 from The Summerfield Foundation, and added to by additional gifts, this fund is to be added to the endowment of the College; the income is to be use for scholarship purposes. Present book value, \$11,000.

W. LACOSTE NEILSON SCHOLARSHIP FUND

This fund was established in June 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory.

The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts. The present value of this fund is \$12,575.

WALTER R. FARIES SCHOLARSHIP FUND

Founded in 1959 by a gift of securities from Walter R. Faries, Class of 1916, the fund is to be administered in accordance with an agreement with the donor.

Upon the death of certain annuitants "all income thereafter shall be used to provide partial or full scholarships for future students at Haverford with the understanding that leadership qualities rather than scholastic ability alone shall be considered as far as practicable in making such award. If changing circumstances in years to come shall, in the judgment of the Board of Managers of Haverford College, make the original purpose of this fund impracticable or undesirable, such Board shall have the power to use the income for other purposes of the College." Present book value, \$85,868.27.

RUFUS MATTHEW JONES SCHOLARSHIP FUND

Founded Twelfth Month 23, 1959, by gifts of \$1,500 from Clarence E. Tobias, Jr. of Cynwyd, Pennsylvania, as a testimonial to Rufus Jones and in gratitude for "the excellent educational facilities Haverford provided for me and my son," the principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipients will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice

of the College. The donor welcomes additions to the fund from anyone who might be interested.

If changing circumstances in future years make it advisable, the provisions for use of this fund may be changed by the Board of Managers on the recommendation of the president of the College and the chairman of the Department of Philosophy. The present book value is \$2,000.

CLINTON P. KNIGHT, JR. NEW ENGLAND SCHOLARSHIP FUND

This fund was established in 1961 by a gift of \$5,465.98 from the Haverford Society of New England, representing accumulated contributions from its members over a period of years while they were maintaining a \$500 annual scholarship at the College.

By agreement of the Board of Manager, a portion of the contribution made during 1961 by members of the Society to the Haverford College Development Program was added to the fund at its inception to bring the total to \$12,500. The income, and principal, if necessary, is to be used to maintain annual scholarships of at least \$500, with preference to be given to a student from the New England area. If at some future time changing conditions make it inadvisable to continue on these terms, the Board of Managers shall have discretion to use the principal or income for other purposes. Provision has been made by the donor for additions by anyone interested in the purposes of the fund.

At the request of the Haverford Society of New England, in recognition of the leading part played by Clinton P. Knight, Jr. '16, in the establishment and building up of this fund, it has been named in his honor. The present book value is \$12,800.

GEORGE A. KERBAUGH SCHOLARSHIP FUND

This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide for additional badly needed stands for Walton Field.

At the time the stands were given in 1947-49 it was agreed that the income derived from the stands preferably would be used for improving the athletic facilities of the College as determined by the administration after consultation with the Triangle Society. Changing conditions with regard to admission charges and fluctuations in attendance made it so difficult to arrive at a satisfactory determination of the exact income which these new stands produced that it was decided, in lieu of the previous arrangement, to establish a second Triangle Scholarship of \$700 per annum drawn from the general funds appropriated for scholarships, this being equivalent of 5% income on the original investment in the stands.

George Kerbaugh's many services to the College included his chairmanship of the committee which raised the funds for the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

THE F of x SCHOLARSHIP FUND

This fund was established by a bequest from Legh Wilber Reid, who died April 3, 1961, and who was the esteemed professor of mathematics at the College for 34 years.

His will provides that the sum of \$10,000 should be invested in a scholarship fund to be known as "The F of x Scholarship." Income from this fund is to be available "to a student entering the Sophomore, Junior or Senior class in mathematics . . . and who has completed with credit the class in Freshman mathematics at Haverford College, and who shall have shown a real interest in mathematics and gives promise for the future of his work in that subject." The present book value of the fund is \$10,000.

M. A. AJZENBERG SCHOLARSHIP FUND

"Established in 1962 in memory of M. A. Ajzenberg for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City." Additional gift of Mr. & Mrs. Walter Selove, \$7,125. The present book value is \$24,125.

THE CLASS OF 1912 SCHOLARSHIP FUND

The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912.

The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student. Present book value is \$7,257.

THE CLASS OF 1936 SCHOLARSHIP FUND

Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction. However, the Board of Managers may use the income or principal for other purposes, if in their opinion conditions unforeseen at the time of establishment make it advisable. Present book value is \$16,369.19.

ARCHIBALD MacINTOSH SCHOLARSHIP FUND

This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes. Present book value is \$6,217.13.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

This fund was established in July 1965 by a grant of \$2,500 from the Reader's Digest Foundation. The income only is to be used for scholarship purposes. Present book value \$5,000.

FUNDS FOR THE LIBRARY

ALUMNI LIBRARY FUND

Founded in 1863 by contributions from the alumni and other friends of the College. In 1909 the unexpended balance (about \$5,000) of a fund of \$10,000 raised in 1892, and known as the "New Library Fund," was merged into the Alumni Library Fund. 1966 additional gift from an anonymous donor of \$10,000. Present book value, \$27,435.06. The income is used for binding and miscellaneous expenses of the Library.

MARY FARNUM BROWN LIBRARY FUND

Founded in 1892 by gift of \$20,000 from T. Wistar Brown, executor of the Estate of Mary Farnum Brown. Additions were made by T. Wistar Brown in 1894, \$10,000 for a lecture fund, and in 1913, \$20,000. In 1916, after T. Wistar Brown's death, there was added to this fund \$34,499.78 par value of securities, book value, \$30,149.78, being a trust which he had created for this purpose in 1908 and to which he had made additions in subsequent years. Present book value, \$69,040.39. The purpose of this fund (except \$10,000) is for the increase and extension of the Library. The income only is to be used for the purchase of books, and one-fifth of same is to be spent for books promoting the increase of Christian knowledge. The books purchased with the income of this fund are marked by a special book plate. The income of \$10,000 of the fund is to provide for an annual course of lectures upon Biblical subjects designated "The Haverford Library Lectures." Unused income from the fund, if any, must be capitalized at the end of each fiscal year.

WILLIAM H. JENKS LIBRARY FUND

Founded in 1910 by gift of \$5,000 from Hannah M. Jenks, widow of William H. Jenks. The fund was first known as "Special Library Fund," but after the death of Hannah M. Jenks was changed, in 1916, to "William H. Jenks Library Fund." The purpose of this fund is that the income shall be used for the care of the collection of Friends' books made by William H. Jenks and given by his widow to Haverford College, and to make appropriate additions thereto. Any income not used for these purposes may be used toward the general needs of the Library. Present book value, \$5,000.

MARY WISTAR BROWN WILLIAMS LIBRARY FUND

Founded in 1914 by gift of \$20,000 from Parker S. Williams '94, as a memorial to his late wife, Mary Wistar Brown Williams. The income only is to be used for the purchase of books for the Library, preferably books coming within the classes of history, poetry, art, and English and French literature. The books purchased with the income of this fund are marked by a special book-plate. Present book value, \$20,306.74

ANNA YARNALL FUND

Founded in 1916 by residuary bequest of \$13,000 par value of securities with book value of \$7,110, and one-half interest in suburban real estate from Anna Yarnall. Additional amount under bequest was received in 1918. Present book value, \$173,078.14. The real estate was sold in 1923 and netted the College \$164,820.50. The bequest was made for the general use of the Library. The testatrix says, "I do not wish to restrict the Managers as to the particular application of this fund, but desire them to use the income arising from it as in their best judgment and discretion shall seem best, for the purchase of books and manuscripts, book cases, rebinding of books, and, if need be, the principal or portions thereof, or the income or portions thereof, for additions to the present Library building, or the erection of new Library buildings. I direct that all books purchased with this fund shall be plainly marked 'Charles Yarnall Memorial' in memory of my father, Charles Yarnall."

F. B. GUMMERE LIBRARY FUND

Founded in 1920 by gift of \$635.41, raised among the students by the Students' Association of the College as a memorial to Professor Francis Barton Gummere. The income only is to be used to buy for the Haverford College Library books on the subjects that he taught or was interested in.

The Students' Association voted to raise twenty-five dollars for a special shelf in the Library to be known as the "F. B. Gummere Memorial Shelf." This shelf, with its proper inscription, holds the books purchased by this fund. Present book value, \$635.47.

EDMUND MORRIS FERGUSSON, JR. CLASS OF 1920 MEMORIAL FUND

Founded in 1920 by memorial gift of \$1,000 from the family of Edmund Morris Ferguson, Jr., Class of 1920, who died at the College in his Senior year. The income only is to be used for the maintenance and increase of the Library's Department of English and American literature. The books purchased with the income of this fund are marked by a special book-plate indicating its source. Present book value, \$1,002.34.

CLASS OF 1888 LIBRARY FUND

Founded Sixth Month 15, 1938, by gifts totaling \$5,250 from members and families of the Class of 1888, on the occasion of their fiftieth anniversary. The conditions of the gift are as follows:

- (1) A fund is to be established, to be known as "The Class of 1888 Library Fund."
- (2) The income only of this fund is to be used exclusively for the purchase of books for the Haverford College Library, except as noted below (in Clause 6).
- (3) The fund established now will be added to later by gift or bequest.
- (4) Members of the Class also expect to donate books to the Library, with the understanding that when such books are duplicates of books already in the Library, they may be exchanged for books needed, or sold, and the money so obtained used in the same way as the income of the fund.

- (5) All books purchased by the income of the fund (or obtained as in 4) are to be provided with a special book-plate to be furnished by the Class.
- (6) Income from the Class Fund or moneys obtained by sale of duplicate books may, when necessary, be used for binding or repair of books designated as belonging to the Class collection. Additional donations were made as follows: \$500 in 1939-40; \$100 in 1943-44; \$500 in 1944-45 and \$200 in 1945-46. Present book value, \$6,550.

CLASS OF 1918 LIBRARY FUND

Founded Third Month 24, 1938 by gift from the Class of 1918 in commemoration of their twentieth anniversary. The gift was \$1,753.52 of which \$500 was spent for a portrait of the late Rayner W. Kelsey, professor of history, who died Tenth Month 29, 1934; and the balance of \$1,253.52 was used in establishing a new Library Fund, the income to be used for books. Present book value, \$1,253.52.

QUAKERIANA FUND

Founded 1st Month 8, 1947, by gift of \$600 from President Emeritus William Wistar Comfort '94, as explained in letter from him as follows: "In 1940 some alumni gave me a sum of money to buy books for myself. This I have done, and now there remains \$600 which I wish to make over to the Corporation, the interest of which may provide books or manuscripts for the Quaker collections. As a compliment to the donors of the fund, I should like the enclosed book-plate to be inserted in such future purchases."

MOHONK FUND

FOR THE RUFUS JONES COLLECTION OF MYSTICISM

Founded Third Month 21, 1949 by gifts totaling \$1,500 from members of the Albert K. Smiley family of Mohonk Lake, N. Y.

The gift was made "to make possible additions to the Rufus Jones Collection on Mysticism in the College Library," with the further provision that "it may be used at the discretion of Haverford College, if the purpose for which it is intended should no longer be applicable or desirable."

The fund is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$1,500.

RUFUS M. JONES BOOK FUND

Founded Seventh Month 11, 1949 from bequest of \$5,000 through a deed of trust established by Rufus M. Jones during his life, "the income only to be used for the purchase of books on mysticism, to be added to the collection of books on that subject," which he turned over to the College a few years before his death.

The fund is designated as the Rufus M. Jones Book Fund, is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$5,000.

1949 CAMPAIGN LIBRARY FUND

Founded Sept. 1, 1950 by a transfer of \$22,100 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds with which to buy books, and thus maintain the excellence of the Library.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$38,435.55.

THE CLASS OF 1909 RUFUS M. JONES MEMORIAL LIBRARY FUND

Income from this fund, established by the Class of 1909 at the 50th Anniversary of its graduation as a memorial to Rufus M. Jones, is to be used for the purchase of books or special reproductions of rare books, in the area of the humanities, especially in the fields of mysticism, religion, philosophy and literature as representative of the interests of Rufus M. Jones. Present book value, \$2,336.47.

RAYNER W. KELSEY FUND

This fund was established by a gift of \$1,000 from Naomi B. Kelsey, widow of Rayner W. Kelsey, who was for many years professor of American history and a curator of the Quaker Collections.

The income is to be used to strengthen the Library collection of books and to promote sound scholarship in the field of American history. The present book value is \$1,000.

THE SARA AND FRANCIS PAWLING FUND

This fund came into being upon the death of Allison B. Wesley on January 19, 1962, a friend for many years of the Library.

By her will she left certain of her property to establish a fund "to be used as the Library board sees fit." The present book value of the fund is \$13,640.96.

JOSEPH R. GRUNDY LIBRARY FUND

This fund was established in 1963 by a grant of \$75,000 from the Joseph R. Grundy Foundation.

The purpose of this grant is to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particularly the southeastern Delaware Valley, which would include Burlington County, New Jersey and contiguous areas, with special emphasis on the Society of Friends and the contributions by members of that faith in the development and cultural life of this section of America.

It is understood that both principal and income may be spent in carrying out the above purposes. Present book value, \$70,600.

CARLISLE AND BARBARA K. MOORE FUND

This fund was begun in 1966 by gifts from Carlisle and Barbara K. Moore. The fund is to be used for the purchase of books for the Library. Present book value, \$997.50.

FUNDS FOR PENSIONS PRESIDENT SHARPLESS FUND

Founded in 1907 by contributions from interested friends of the College, finally amounting to \$40,000. Present book value, \$41,237.08. The income is to be used for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

WILLIAM P. HENSZEY FUND

Founded in 1908 by gift of \$10,000 from William P. Henszey, donated in connection with the raising of the President Sharpless Fund, but kept as a separate fund. Increased in 1909 by legacy of \$25,000 from William P. Henszey. Present book value, \$36,758.66. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

JACOB P. JONES BENEFIT FUND

Founded in 1909 and increased in 1910 by proceeds of land sold for account of Jacob P. Jones legacy. Present book value, \$68,113.78. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

PLINY EARLE CHASE MEMORIAL FUND

Founded in 1909 by transfer to the College of a fund raised in 1887 in memory of Professor Pliny Earle Chase, and amounting to par value of \$4,173.04. The income of this fund is used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. This income is transferred annually to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. Present book value, \$3,272.24.

HAVERFORD COLLEGE PENSION FUND

Founded in 1920 and added to since, being accumulations of income from the President Sharpless Fund, the William P. Henszey Fund, the Jacob P. Jones Benefit Fund and the Pliny Earle Chase Memorial Fund, not needed for pensions. Present book value, \$80,692.77. The income from this fund, together with the income from the four above-mentioned funds, is used for old style pensions. Income not needed for pensions was capitalized until 1932. Now the old style pensions call for more than the income of all these Pension Funds. When the proper time comes in an actuarial sense, the principal of this fund can be used as well as the income for the old style pensions until they cease.

FUNDS FOR SPECIAL PURPOSES THOMAS SHIPLEY FUND

Founded in 1904 by gift of \$5,000 from the late Samuel R. Shipley as a memorial to his father, Thomas Shipley. Present book value, \$5,248. The income only to be used for lectures on English literature at the College. In case of actual need, at the discretion of the president of the College, the income can be used for general expenditures.

ELLISTON P. MORRIS FUND

Founded in 1906 by gift of \$1,000 from Elliston P. Morris, 1848. The income is to be used as a prize for essays to be written by students on the subject of arbitration and peace. "The Elliston P. Morris Prize" of \$40 is given in each year, the competition being open to all undergraduates and to graduates of not more than three years standing.

In 1929, it was determined, with the consent of the family of Elliston P. Morris, that when the prize is not awarded the income may be used for the purchase of library books on arbitration and peace. Present book value, \$1,126.75.

JOHN B. GARRETT READING PRIZE FUND

Founded in 1908 by a gift of \$2,000 par value of bonds by the late John B. Garrett, 1854. It was the purpose of the donor to ensure the permanence of a prize or prizes for systematic reading, which he had given for a number of years. The prizes were not awarded from 1922 to 1939 on account of default of the bonds. Reorganization has resulted in 1939 in sufficient recovery of value to provide again for this prize. Present book value, \$4,197.87.

SPECIAL ENDOWMENT FUND

Founded in 1909 by gift of \$12,000 par value of bonds, book value \$11,800, from any anonymous donor. The income only of this fund to be used "to furnish opportunity for study of social and economic and religious conditions and duties connected therewith, especially from a Christian point of view." The income is

used toward the expenses of Summer Schools for Religious Study, which have been held at Haverford and Swarthmore Colleges from time to time and also for religious education under Friends' care.

On Fifth Month 16, 1930, the Managers adopted the following amendment, made at the suggestion of the donor, now revealed to be John Thompson Emlen, 1900: "If, however, it shall in the course of time be deemed advisable by the president and the Managers that the income of this fund can be used more profitably by the College for other purposes than those herewith stated, it is my desire that they shall act in accordance with their judgment." Present book value, \$9,227.07.

SCHOLARSHIP IMPROVEMENT PRIZE FUND

Founded in 1913 by gift of \$2,000 par value of bonds, book value \$1,200, from John L. Scull '05. Present book value, \$2,296.88. The income only to be used to establish two prizes of \$50 and \$45 annually to the two students in the graduating class showing the most marked and steady improvement in scholarship during their college course.

ELIZABETH P. SMITH FUND

Founded in 1915 by bequest of \$1,000 from Elizabeth P. Smith. Present book value, \$1,727. The income only to be used as a prize for the best essays on peace written by students of the College.

S. P. LIPPINCOTT HISTORY PRIZE FUND

Founded in 1917 by gift of \$2,500 par value of bonds, book value, \$2,546.88, from beneficiary of the estate of S. P. Lippincott '86. The income only to be used as an annual history prize, which is designated "The S. P. Lippincott History Prize." The award is to be made on the basis of a competitive essay. In any year when no award is made, the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$2,546.88.

FRANCIS STOKES FUND

Founded in 1919 by gift of \$5,000 in securities, book value, \$5,000, from Francis J. Stokes '94, in memory of his father, Francis Stokes, of the Class of 1852, and a manager of Haverford from 1885 until his death in 1916. The income is to be used for extending the planting of trees and shrubs on the College grounds. The wish is expressed, but not as a binding condition of the gift, that the Campus Club should have the direction of the expenditure of this income. Present book value, \$5,120.30.

GEORGE PEIRCE PRIZE FUND

Founded in 1919 by gift of \$600, and increased in 1920 by further gift of \$400 from Harold and Charlotte C. Peirce in memory of their deceased son, George Peirce '03. The income only is to be used for a prize, to be called the George Peirce Prize in chemistry or mathematics, to the student who, in the opin-

ion of the faculty, has shown marked proficiency in either or in both of these studies and who wishes to follow a profession which calls for such preparation. Unused income in capitalized, as requested by the founders of the fund. Present book value, \$6,680.20.

LYMAN BEECHER HALL PRIZE FUND

Founded in 1924 by donation of securities of par value \$2,000, book value, \$1,820, from the Class of 1898 in commemoration of their 25th anniversary of graduation to establish an annual prize of \$100 in chemistry in honor of Doctor Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917. Present book value, \$2,155.

NEWTON PRIZE FUND

Founded in 1925 by donation of five shares of General Electric Co. stock by A. Edward Newton, par value, \$500, and book value, \$1,348.25. The income only is to be used for "The Newton Prize in English Literature to the undergraduate who shall submit the best essay on some subject connected with English literature." In 1930, the award was changed to be on the basis of Final Honors, and in any year when no award is made the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$1,397.75.

EDWARD B. CONKLIN ATHLETIC FUND

Founded in 1925 and added to in 1926, 1927 and 1929 by Frank H. Conklin '95, in memory of his brother, Edward B. Conklin '99. Present book value, \$2,400. The income is to be used without restriction in any branch of athletics.

EDWARD WOOLMAN ARBORETUM FUND

Founded in 1928 by setting aside \$5,000 from proceeds from sale of 5.811 acres of land on the southern boundary and southeast corner of the College farm, and added to by gift in 1951 (through 1949 Campaign) of \$4,775 and by bequest of \$5,000 from Edward Woolman, Class of 1893, who died March 11, 1960, the income only is to be used for the preservation and maintenance and for increasing usefulness and natural beauty of the Arboretum, bird sanctuary and grounds of the College, until otherwise ordered by the managers. The present book value is \$14,362.75.

WILLIAM ELLIS SCULL PRIZE FUND

Founded in 1929 by William Ellis Scull '83, by a gift of \$2,000. The income is to be used annually, so long as the managers may judge expedient, as a prize to be awarded at Commencement by the faculty to that upper classman who in their judgment shall have shown the greatest improvement in voice and the articulation of the English language. The prize is to be known as "The William Ellis Scull Prize." Present book value, \$2,000.

PAUL D. I. MAIER FUND

Founded Tenth Month 7, 1936, by bequest of \$1,000 from Paul D. I. Maier '96, of Bryn Mawr, Pa. The bequest provides for the continuance of the Class of 1896 prizes of \$10 each in latin and mathematics, and any balance of income is to be used for general purposes. Present book value, \$1,000.

STRAWBRIDGE OBSERVATORY MAINTENANCE FUND

Founded Second Month 13, 1937, from donations of \$5,627.37 from members of the Strawbridge family, being the amount in excess of the actual cost of the rebuilding and reequipping of the William J. Strawbridge '94, Memorial Astronomical Observatory. The income is used for the maintenance and equipment of the observatory. The principal can be used for additional equipment, if so determined by the Board of Managers. In 1938 and 1939 an astrographic camera was so purchased at a cost of \$1,787.83. Present book value, \$3,839.54.

C. WHARTON STORK ART FUND

In First Month, 1930, C. Wharton Stork, of Class of 1902, donated to the corporation securities of a then value of \$69,000 on account of a contemplated gift for the purpose of erecting, equipping, and furnishing an Art Museum at the College. Purchases were made by C. Wharton Stork of paintings, which are hung in the Library. This fund is to be liquidated and is not included in the total of the funds.

JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

Founded Sixth Month 4, 1942 by gift of \$2,000 from Colonial Trust Company of New York and Solomon L. Fridenberg of Philadelphia, co-trustees under the will of Eugenie Bucky, deceased (late of New York), the income only to be used. At the same time accumulated income of \$2,000 was also donated as Bucky Foundation Gift, this amount to be available for use for the same purposes as the income of the foundation. Extracts from Mrs. Bucky's will and codicils in reference to the purposes of the Bucky Foundation are here made as follows:

"The purpose or object of such a foundation or fund is and shall be for the encouragement of them who seek new truths, and who endeavor to free and clear from mystery and confusion our knowledge concerning God¹; and thereby to enforce more effectively the common laws of mutual love and obligation, peace and goodwill, between and among our several creeds, races, nations, and markets.²

"My aim, intention, purpose and object is to help in promoting piety among men, enlightening their ignorance and bettering their condition, by making more and more extensive and by spreading among the public at large not only the preaching but also the practicing of the words of the . . . American motto 'In God

1. Associated with the American motto "In God We Trust."

2. Associated with the Preamble of the Constitution for the United States of America — "to form a more perfect union, establish justice, insure domestic tranquility, provide the common defense, promote the public welfare, and secure the blessings of liberty to ourselves and our posterity."

We Trust,' and of the . . . Preamble to the Constitution for the United States of America. I believe and therefore I aim, intend and purpose that the uplifting of men, women and children to the standard of life taught in the Scriptures and the Constitution for the United States of America is indeed the work of charity, dispels ignorance, inculcates generous and patriotic sentiments, and fits the public groups and the individual men or women for their good usefulness in the American Commonwealth."

In 1945-1946 and 1954-1955 further gifts from the trustees were added to the fund. Unused income, if any, has also been capitalized. Present book value, \$7,602.24.

MATHEMATICS DEPARTMENT PRIZE FUND

Founded May 20, 1943 from gifts totaling \$900 of members of the mathematics faculty and others. A further gift of \$125 was made in 1943-44. The unused income is added to principal. This capitalized the annual prizes that had been given by the mathematics professors for many years.

The Mathematics Department Prizes for freshmen, \$25, are awarded annually, in competition, by examination. Present book value, \$2,352.66.

WILLIAM T. ELKINTON FUND

Founded Ninth Month 6, 1944, by bequest from William T. Elkinton, of Philadelphia, arising from a trust set up by him during his lifetime. The principal was \$2,491.50. After the death of a life beneficiary, the trust provided: "to pay over, assign and transfer one of said equal parts unto the Corporation of Haverford College (a corporation of the State of Pennsylvania); the principal fund thus passing to said corporation to constitute a part of such endowment as may be established at Haverford College as a fitting memorial of Friends' relief work abroad, which memorial 'should foster the peaceful relations of the United States with foreign countries by acquainting our youth with the principles of European governments and with international problems'; provided however, that if no such endowment should be established at Haverford College prior to the expiration of one year after the principal of the fund hereby conveyed becomes distributable under the provisions of this deed, the said one-third part of the fund hereby conveyed shall be devoted by the Corporation of Haverford College for such other purpose as the trustees acting hereunder, their survivor or successor, shall designate, preferably for the furtherance of education in some form at Haverford College or for providing assistance in the form of scholarships to promote education."

In accordance with a suggestion from President Morley, concurred in by Thomas W. Elkinton representing the trustees, the managers voted on Ninth Month 22, 1944, that "the income until otherwise directed, is to be used for traveling and other expenses in the attendance at intercollegiate conferences for discussion of international problems by representatives of the International Relations Club at Haverford." The trustee further stated "as long as the activities of the

club are closely related to 'acquainting our youth with the principles of European governments and with international problems,' the use of the income by the club would be satisfactory."

TILNEY MEMORIAL FUND

Founded in First Month, 1945, by gifts totaling \$2,000 by I. Sheldon Tilney, 1903, in memory of his parents, John S. and Georgiana E. Tilney. The income is to be used "to try to influence the student body towards a more religious viewpoint of life." Permission was also granted by the donor that "the income may be used also in connection with a scholarship for students in the field of philosophy or Biblical literature."

In 1945-1946 the fund was increased to \$5,000, by gifts of \$1,000 from Georgiana S. Kirkbride and \$2,000 from Robert W. Tilney, sister and brother of I. Sheldon Tilney. In 1948-49 a further gift of \$250 was received from I. Sheldon Tilney. In 1949-50 a further gift of \$1,000 and in 1952-53 \$500 was received from I. Sheldon Tilney. Present book value, \$7,000.

CLASS OF 1902 LATIN PRIZE FUND

Founded Second Month 2, 1945, by gift from Class of 1902 of \$142.90, being proceeds of sale of security formerly purchased and held by the class to perpetuate a Latin Prize of \$10 annually at Haverford. The class had donated the income for this prize since 1913. An unused balance of \$39 of such donations was transferred to the income account of this fund.

CLASS OF 1898 GIFT

Founded Sixth Month 12, 1948, by contributions totaling \$6,100 from members of the Class of 1898 as a 50th Anniversary Gift of their graduation. The conditions of the gift were "For a period of 25 years the income only produced by the fund is to be used to pay the expenses of lectures at the College by qualified persons on such subjects and at such times as the president of the College, with the advice of the faculty, may think best, including at the discretion of the president, conferences between the lecturers and the students. After August 31, 1973, the income and/or principal of the fund, may, at the discretion of the Board of Managers, be used for any purpose in connection with the College." Present book value is \$6,315.

EDMUND J. LEE MEMORIAL AWARD FUND

Founded Eighth Month 31, 1948, by donations totaling \$906.50 from members of the Class of 1943 on the occasion of their Fifth Reunion. The Class desired "to perpetuate the memory of Edmund Jennings Lee, 2nd, its sole member killed in the past war, and to stimulate in the College that spirit of service for which he was known. In 1948-1949 a further gift of \$100 was received from Miss Mildred W. Lee, sister of Edmund J. Lee.

"The proceeds from the invested fund shall be used to establish an annual award to be known as the Edmund J. Lee Memorial Award to be awarded

annually beginning in 1949, to the recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit, individuals or in the College as a whole during the year. The award is to be used by its recipient in continuing to render such service."

THE DAVID R. BOWEN PREMEDICAL FUND

Established in 1950 by the family and friends of the late Dr. David R. Bowen, who, regretting a definite lack in his own training, believed strongly that men preparing to be physicians should receive a basic liberal education of the kind offered at Haverford College. The income is to be used at the discretion of the president of Haverford College, to purchase books for the use of premedical students, pay for professional magazine subscriptions, for lecturers, or for any other projects closely related to premedical training. Further gifts have been made yearly to the fund. Present book value, \$1,502.55.

JONATHAN & RACHEL COPE EVANS FUND

"Founded in 1952, through gifts to the 1949 campaign by the children and grandchildren of Jonathan and Rachel Cope Evans. The principal is to be invested and the income used one-half for scholarships and one-half for the purposes of the Rufus M. Jones Fund for Advancement of Teaching. If, however, at the expiration of 25 years the Board of Managers deems it advisable to use the income, or if necessary the principal, of the fund for other purposes, it shall be free to do so." A further gift was made in 1952-53 of \$500. Present book value is \$15,043.62.

EDWARD HAWKINS MEMORIAL FUND

Established in 1953 by a gift to the College from the Class of 1937. The fund is given in memory of Edward Hawkins, a member of that class.

The income to be used for the purchase of equipment required for intramural athletics. If such becomes impracticable, the income is to be used as directed by the managers. Present book value is \$1,457.44.

WILLIAM W. BAKER PRIZE FUND

"Founded in 1954 by bequest of \$500 from Mertie Gay Baker, who died January 31st, 1954, the fund is to be invested and the income given as a prize in the study of Greek. If the study of Greek at the said College should be discontinued, I direct that the income be given as a prize for the study of Latin and should the study of Latin be discontinued, I direct that the income be used as a prize in the study of ancient history or Biblical literature."

JOHN G. WALLACE AWARD FUND

This fund established in 1958 by a gift from John G. Wallace and added to annually, is to be used toward the purchase and maintenance of a best actor award cup for Class Night, "and the awarding each year of a silver plated replica of the trophy to the recipient of the award." Present book value, \$300.

CHRISTIAN RELIGION AND THOUGHT FUND

Founded in 1958 by a special grant from an anonymous source, this amount is to be used to establish a fund for purposes connected with the problems of Christian religion and thought.

Until otherwise directed by the Board, the income may be used as directed by the chairman of the Department of Religion, and the administration of the College; the principal may be expended from time to time upon their recommendation and at the discretion of the Board of Managers for the above purposes. The present book value of the fund is \$4,000.

THE KURZMAN PRIZE FUND

This fund was established in 1958 by Harold P. Kurzman of New York, to provide a prize for the senior who has generally performed best and most creatively in political science course work. This prize, initially established in the amount of \$125, was given in appreciation of the benefit to Harold P. Kurzman, Jr. '58, from his work in the political science department. In any year when it is the judgment of the department that no work has been performed of sufficient merit to warrant this award, the funds shall be used to purchase books in this field for the Library or shall be expended in other ways for the benefit of the department. Surplus income also may be used in this manner. Present book value, \$2,784.38.

THE SCHOLARS IN THE HUMANITIES FUND

This fund was established by an anonymous gift in April 1962, to enable the College to bring to Haverford distinguished scholars in the humanities. Within this broad field, the administration of the fund is left to the president and the Board of Managers. The present book value of the fund is \$36,900.

FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

This fund was established in 1963 by a gift from John A. Silver, Class of '25, with the hope that it might be added to by others also interested in the beauty of the Haverford campus. The fund was increased in 1966 by further gift of John A. Silver of \$5,000 and bequest (partial) of Bernard Lester of \$10,800.

The principal of this fund shall be retained by the College in perpetual trust with the income therefrom to be used to preserve and maintain the beauty of the campus and grounds of the College:

Through the planting of selected trees and shrubs (preferably with the guidance of a qualified landscape architect) and the proper maintenance of the College's present heritage, particularly specimen trees.

By retaining or improving the natural beauty of the College's wooded areas and pond and the use of naturalized bulbs and plants.

Through the well-planned landscaping of the grounds, buildings and gardens.

Should the College establish an arboretum up to one-half of the income may be used in connection with its maintenance and expenses including particularly the acquisition and care of specimens.

It is hoped that the income will not be used for the usual or normal care and maintenance of lawns, paths or grounds unless in the opinion of the Board of Managers it is more than sufficient to carry out the primary purposes of the gift as above outlined.

The fund is subject to a life income plan and has a present book value of \$40,800.

THE CLASS OF 1964 FACULTY SALARY FUND

The Class of 1964 fund for increasing faculty salaries was started with one-hundred percent participation of all the members of the Class upon graduation. After the fund has reached the value of \$10,000, some or all of the annual earnings are to be paid as a bonus to members of the Haverford College faculty in a manner prescribed by the administration of the College. This fund is to provide a supplement to regular faculty salaries and is not to be considered as a fund from which these salaries are to be drawn. The Class of 1964 hopes that various foundations, alumni, and friends of the College will grant the importance of the faculty in a good liberal arts school and generously contribute to the growth of this fund. Present book value, \$2,413.

HENRY S. DRINKER MUSIC FUND

Established in 1964 from gifts of his friends at the time of the opening of Henry S. Drinker Music Center, the income from this fund is to be used for special programs and items related to the music department not ordinarily included in the budget. In addition to the fund, many contributions were applied towards the cost of remodeling the William Wistar Comfort house into the music center. In 1966 a bequest of Sigmund Spaeth of \$1,000 was received. Present book value, \$5,005.

ELECTRONICS RESEARCH FUND

By a legacy of \$10,000 and a portion of the residuary estate, this fund was established in 1965 under the will of Bettine Paddock Blake. The fund is to be used "for research, study and teaching in the field of electronics, or if this in the judgment of the Board of Managers is not practicable, for these purposes in other areas in the field of physical sciences. Present book value, \$10,000.

FUNDS WITHDRAWN

The following funds left to the College with no restrictions, have been wholly consumed to meet in part the corporation's share of the Building Program of 1953-1956; Ellen Waln Fund, Henry Norris Fund, Clarence W. Bankard Fund, Mary Brown Fund, Emma Ridgway Comly Fund, Mary K. Comly Fund, Charles J. Rhoads Fund.

STATED MEETINGS OF THE CORPORATION AND THE MANAGERS

The Annual Meeting of "The Corporation of Haverford College" is held in Tenth Month at such time and place as the Board of Managers may determine.

The Stated Meetings of the Managers will be held on the fourth Sixth-day of First, Third, Fifth, Ninth and Eleventh months.

LEGACIES

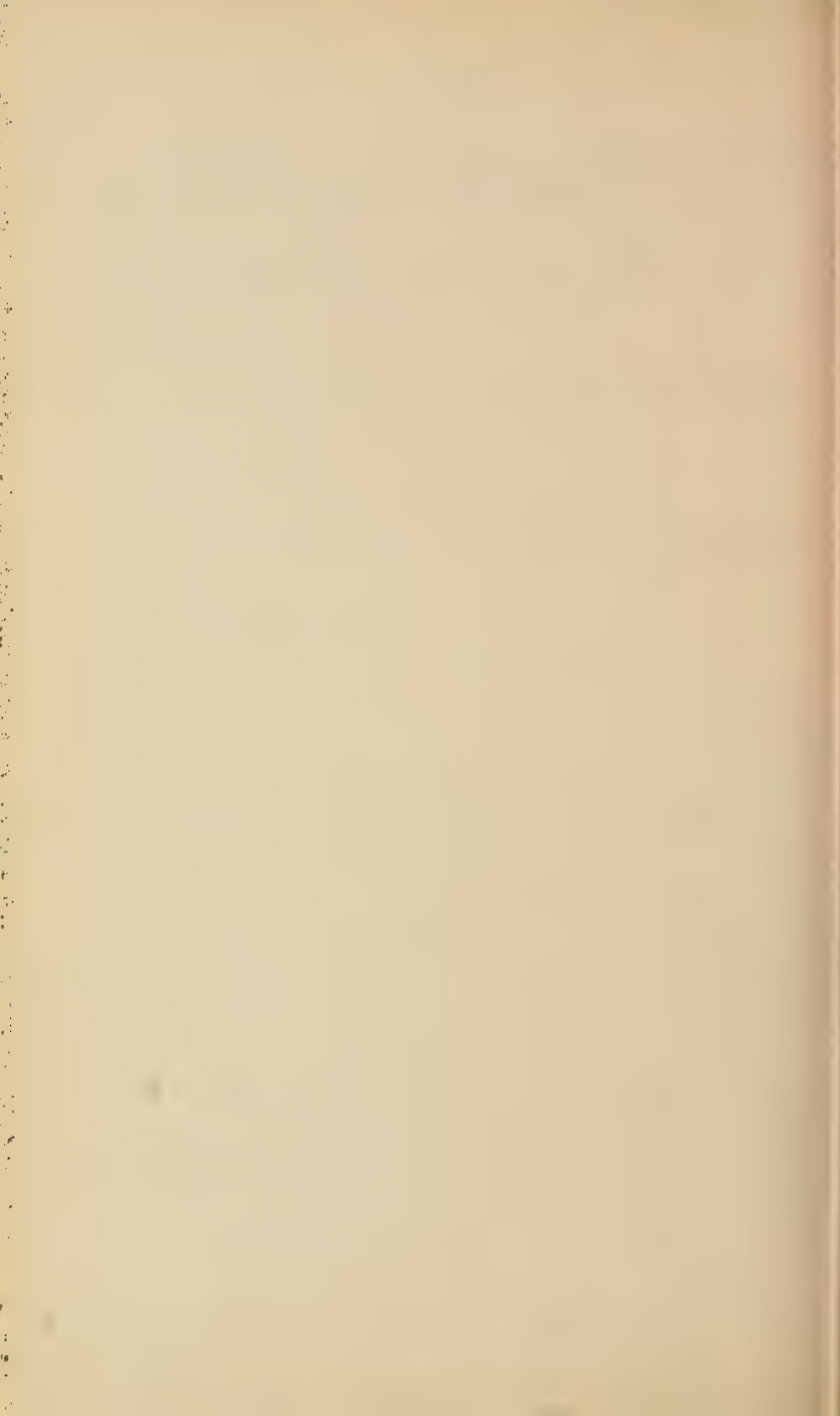
The friends of the College, including former students, and all who are interested in the promotion of sound learning, are invited to consider the College in the disposition of their estates by will.

FORM OF BEQUEST OF PERSONAL PROPERTY

I give and bequeath, free and clear of all estate, inheritance or other similar taxes, unto The Corporation of Haverford College, the sum of Dollars.

FORM OF DEVISE OF REAL ESTATE

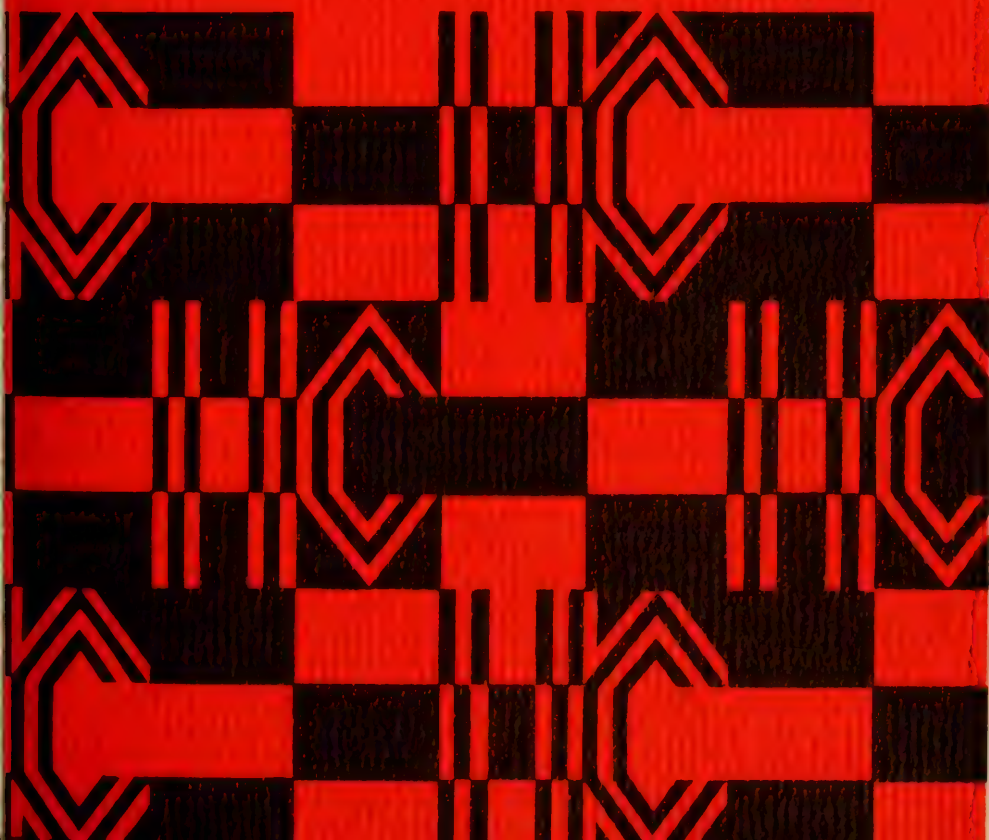
I give and devise, free and clear of all estate, inheritance or other similar taxes, unto The Corporation of Haverford College, its Successors and Assigns, in fee, the following described real estates:
(Here describe the real estate.)



UNIVERSITY OF
HARTFORD COLLEGE
JUL 27 1967

HAVERFORD COLLEGE BULLETIN 1967-1968

Catalog Issue



CORRESPONDENCE DIRECTORY

For information on:	Write to:
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ATHLETIC AFFAIRS	Roy E. Randall <i>Athletic Director</i>
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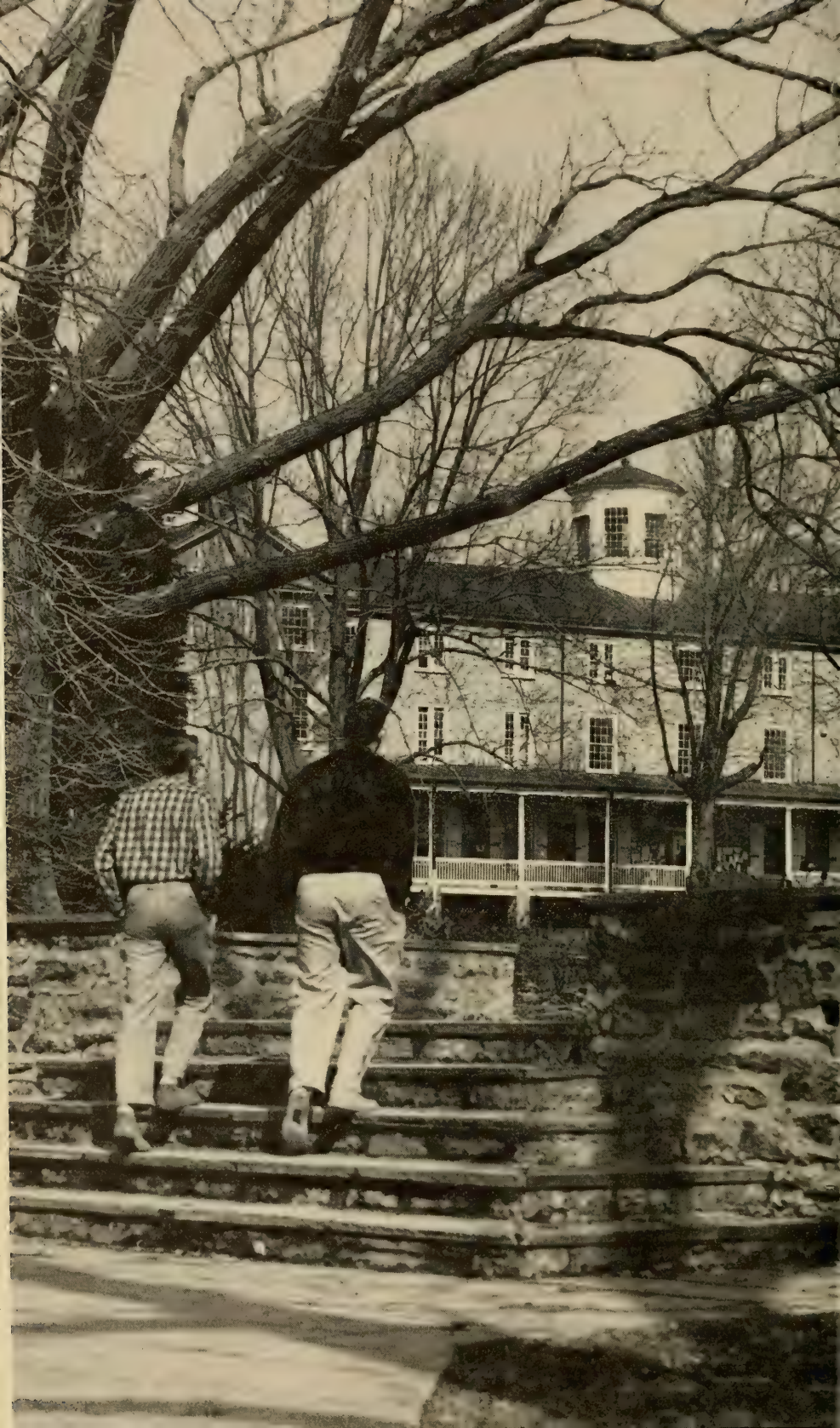
HAVERFORD COLLEGE

BULLETIN



CATALOG ISSUE 1967-1968

HAVERFORD, PENNSYLVANIA



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1967

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
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	24	25	26	27	28	29	30		26	27	28	29	30		
Oct.	1	2	3	4	5	6	7	Dec.						1	2
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									31						

1968

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Feb.					1	2	3	May			1	2	3	4	
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	25	26	27	28	29				26	27	28	29	30	31	
Mar.					1	2		June							1
	3	4	5	6	7	8	9		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		16	17	18	19	20	21	22
	24	25	26	27	28	29	30		23	24	25	26	27	28	29
	31								30						

College days in heavy-face type.

CALENDAR 1967-1968

New students arrive	Tues., Sept. 12
New students register	Thurs., Sept. 14
Returning students arrive, afternoon	Fri., Sept. 15
Opening Collection, 8 P.M.	Sun., Sept. 17
First semester classes begin 8 A.M.	Mon., Sept. 18
First faculty meeting, 4:15 P.M.	Mon., Sept. 18
Swarthmore Day (no classes)	Sat., Nov. 18
Thanksgiving vacation	12:30 P.M. Wed., Nov. 22 to 8 A.M. Mon., Nov. 27
Registration for spring term	Week of Nov. 27
Students confer with advisers	Mon., Tues., Wed., Nov. 27, 28, 29
Registration cards due in Registrar's Office	Not later than Fri., Dec. 1
Christmas party, evening	Mon., Dec. 11
Classes scheduled for evening of Dec. 11 will be held at the Collection hour on Tues., or on Wed. evening of that week.	
Midyear examination schedules due in Registrar's Office ..	Wed., Thurs., Dec. 13, 14
Christmas vacation	11:30 A.M. Sat., Dec. 16 to 8:00 A.M. Wed., Jan. 3
First semester classes end 10:00 P.M.	Tues., Jan. 9
All papers assigned must be turned in by 4:00 P.M. on this date.*	
Review period	Wed., Thurs., Fri., Jan. 10, 11, 12
Midyear Examinations*	Sat., Jan. 13 through Mon., Jan. 22
Midyear recess	5:00 P.M., Mon., Jan. 22 to 8:00 A.M., Mon., Jan. 29
Second semester classes begin 8:00 A.M.	Mon., Jan. 29
Spring vacation	4:00 P.M., Thurs., Mar. 21 to 8:00 A.M. Mon., Apr. 1
Major Registration cards for sophomores must be filed by 4:00 P.M. in Dean's Office	Mon., Apr. 15
Applications for scholarships due in Admissions Office	Mon., Apr. 15
Registration for fall term	Week of Apr. 22
Students confer with advisers	Mon., Tues., Wed., Apr. 22, 23, 24
Registration cards due in Registrar's Office	Not later than Fri., Apr. 26
Manuscripts in competition for prizes must be filed in the Registrar's Office by 4:00 P.M.	Wed., May 1
Final examination schedules due in Registrar's Office	Mon., Tues., Apr. 29, 30
Second semester classes end 11:30 A.M.	Sat., May 11
All papers assigned must be turned in by noon on this date.*	
Review period	Sun., Mon., May 12, 13
Senior comprehensive examinations	Mon., May 13 through Thurs., May 16
Final examinations*	Tues., May 14 through Thurs., May 23
Oral examinations for College honors	Mon., Tues., Wed., May 20, 21, 22
Final faculty meeting 9:00 A.M.	Thurs., May 23
COMMENCEMENT	Tues., May 28

* If a paper is assigned in place of the final examination in a course, the date by which it is due may be set by the instructor not later than 4:00 P.M. on Friday, January 19th, for First Semester, or Monday, May 20th, for Second Semester. Laboratory notebooks must be turned in not later than these same dates. Late papers or notebooks will be given one-half of the grade they would have received, unless arrangements have been made in advance with the instructor in the course and the dean. If a paper represents the entire grade for a course, the maximum grade for such a late paper is 60, or, in a course required for the major, 65.

SPECIAL EVENTS (SATURDAYS)

Homecoming Day—Oct. 14 Parents' Day—Nov. 4 Alumni Day—May 4

*Faculty
and
Administration*



HAVERFORD COLLEGE

FACULTY

JOHN R. COLEMAN *President*
B.A., University of Toronto; M.A.; and Ph.D., University of Chicago.

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B.S., Haverford College; A.M., Columbia University; Ph.D., University of
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THOMAS EDWARD DRAKE *Professor of American History, Emeritus*
A.B., Stanford University; A.M., University of Michigan; Ph.D., Yale
University.

MARTIN FOSS *Lecturer in Philosophy, Emeritus*
LL.D., University of Jena.

CLAYTON WILLIAM HOLMES *Professor of Engineering, Emeritus*
B.S. in M.E. and M.E., University of New Hampshire; M.A., Haverford
College.

ARCHIBALD MACINTOSH *Vice President and Director of Admissions, Emeritus*
B.A., Haverford College; A.M., Columbia University; Ph.D., University of
Pennsylvania; LL.D., Haverford College.

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S.B., University of Texas; S.M., Brown University; Ph.D., University of
Illinois.

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and M.A., Oxford University.

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A.B. and LL.D., Morehouse College; A.M., University of Pittsburgh; Ph.D.,
Columbia University.

LEON HAWLEY RITTENHOUSE *Professor of Engineering, Emeritus*
M.E., Stevens Institute of Technology.

EDWARD DOUGLAS SNYDER *Professor of English, Emeritus*
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DOUGLAS VAN STEERE *T. Wistar Brown Professor of Philosophy, Emeritus*
S.B., Michigan State College; B.A. and M.A., Oxford University; A.M. and
Ph.D., Harvard University; D.D., Lawrence College; L.H.D., Oberlin College;
L.H.D., Earlham College.

ALFRED JULIUS SWAN *Professor of Music, Emeritus*
B.A. and M.A., Oxford University.

PROFESSORS

MANUEL JOSE ASENSIO *Professor of Romance Languages*
B.A., University of Granada; M.A. and Ph.D., University of Pennsylvania.

JOHN ASHMEAD, JR. *Professor of English*
A.B., A.M. and Ph.D., Harvard University.

FACULTY AND ADMINISTRATION

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B.Sc. London School of Economics.
- PHILIP WILKES BELL *Professor of Economics*
A.B., Princeton University; A.M., University of California; Ph.D., Princeton University.
- RICHARD J. BERNSTEIN *Professor of Philosophy*
A.B., University of Chicago; B.S., Columbia University; M.A., and Ph.D., Yale University.
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A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
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and Professor of Chemistry
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- HOWARD COMFORT *Professor of Classics*
B.A., Haverford College; A.M. and Ph.D., Princeton University.
- FRANCES DE GRAAFF *Professor of Russian*
Ph.D., University of Leyden. *on joint appointment with Bryn Mawr College*
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A.B., A.M. and Ph.D., Princeton University.
- MARCEL MARC GUTWIRTH *Professor of Romance Languages*
A.B., Columbia College; A.M. and Ph.D., Columbia University.
- ***A. PAUL HARE *Professor of Sociology*
B.A., Swarthmore College; B.S., Iowa State University; M.A.; University of Pennsylvania; Ph.D., University of Chicago.
- DOUGLAS HAMILTON HEATH *Professor of Psychology*
A.B., Amherst College; A.M. and Ph.D., Harvard University.
- THEODORE BRINTON HETZEL *Professor of Engineering*
B.S., Haverford College; B.S. in M.E., University of Pennsylvania; M.S. and Ph.D., Pennsylvania State University.
- HOLLAND HUNTER *Professor of Economics*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- JOHN ASHBY LESTER, JR. *Professor of English*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- ARIEL GIDEON LOEWY *Professor of Biology*
B.S. and M.S., McGill University; Ph.D., University of Pennsylvania.
- WALLACE TREVETHIC MACCAFFREY *Walter D. and Edith M. L. Scull*
Professor of English Constitutional History
A.B., Reed College; A.M. and Ph.D., Harvard University.
- *FRANK JOSEPH QUINN *Professor of English*
B.A., M.A., and B. Litt., Oxford University.
- ROY EARL RANDALL *Professor of Physical Education and*
Director of Intercollegiate Athletics
Ph.B., Brown University.

* Absent on leave, first semester, 1967-68.

** Absent on leave, second semester, 1967-68.

*** Absent on leave, 1967-68.

† On appointment for first semester 1967-68.

HAVERFORD COLLEGE

- WILLIAM HEARTT REESE *Professor of Music and Director of Glee Club and Orchestra on joint appointment with Bryn Mawr College*
A.B., Amherst College; M.A., Columbia University; Ph.D., University of Berlin.
- EDGAR SMITH ROSE *Professor of English*
A.B., Franklin and Marshall College; A.M. and Ph.D., Princeton University.
- RALPH MILLARD SARGENT *F. B. Gummere Professor of English*
A.B., Carleton College; Ph.D., Yale University.
- FAY AJZENBERG-SELOVE *Professor of Physics*
B.S.E., University of Michigan; M.S. and Ph.D., University of Wisconsin.
- HOWARD MORRIS TEAF, JR. *Professor of Economics*
B.S. in Economics, M.A. and Ph.D., University of Pennsylvania.
- CRAIG RINGWALT THOMPSON *Professor of English and History*
A.B., Dickinson College; A.M., and Ph.D., Princeton University; Litt.D., Dickinson College.
- ROBERT IRVING WALTER *Professor of Chemistry*
B.A., Swarthmore College; M.A., Johns Hopkins University; Ph.D., University of Chicago.

ASSOCIATE PROFESSORS

- THOMAS ALONZO BENHAM *Associate Professor of Engineering*
B.S. and M.S., Haverford College.
- ROBERT HAWES BUTMAN *Director of Drama with rank of Associate Professor on joint appointment with Bryn Mawr College*
B.A. and M.A., University of North Carolina.
- JOHN RICHARD CARY *Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.
- JOHN POLK CHESICK *Associate Professor of Chemistry*
B.S., Purdue University; Ph.D., Harvard University.
- BRADFORD COOK *Associate Professor of French*
B.A., Williams College; Ph.D., Yale University.
- WILLIAM COOPER DAVIDON *Associate Professor of Physics*
B.S., M.S., and Ph.D., University of Chicago.
- JOHN HERBERT DAVISON *Associate Professor of Music*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of Rochester.
- PAUL J. R. DESJARDINS *Associate Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- HARMON CRAIG DUNATHAN *Associate Professor of Chemistry*
B.A., Ohio Wesleyan University; M.S. and Ph.D., Yale University.
- IRVING FINGER *Associate Professor of Biology*
B.A., Swarthmore College; Ph.D., University of Pennsylvania.
- ***HARVEY GLICKMAN *Associate Professor of Political Science*
Director of African Studies
A.B., Princeton University; A.M., and Ph.D., Harvard University.
- DALE HARPER HUSEMOLLER *Associate Professor of Mathematics*
B.A., University of Minnesota; A.M. and Ph.D., Harvard University.
- ***COLIN FRANCIS MACKEY *Associate Professor of Chemistry*
B.S., University of Notre Dame; M.S., and Ph.D., University of Chicago.

***Absent on leave, 1967-68.

FACULTY AND ADMINISTRATION

- DOUGLAS G. MILLER *Associate Professor of Physics*
A.B., Yale University; Ph.D., University of Rochester.
- ***SIDNEY IRWIN PERLOE *Associate Professor of Psychology*
B.A., New York University; Ph.D., University of Michigan.
- ERNEST JOSEPH PRUDENTE *Associate Professor of Physical Education*
B.S. in Ed. and M.S., University of Pennsylvania.
- MELVIN SANTER *Associate Professor of Biology*
B.S., St. John's University; M.S., University of Massachusetts; Ph.D., George Washington University.
- ALFRED WANNER SATTERTHWAITE *Associate Professor of English*
A.B., A.M. and Ph.D., Harvard University.
- GERHARD ERNST SPIEGLER *Associate Professor of Religion*
D.B., M.A. and Ph.D., University of Chicago.
- **JOHN PHILIP SPIELMAN, JR. *Dean and Associate Professor of History*
B.A., Montana State University; M.A. and Ph.D., University of Wisconsin.
- †LINWOOD P. URBAN *Visiting Associate Professor of Religion*
A.B., Princeton University; S.T.B., S.T.M., General Seminary; Th.D., General Theological Seminary.

ASSISTANT PROFESSORS

- KATRIN TAEGER BEAN *Assistant Professor of German*
B.A., Rockford College; M.A., and Ph.D., Bryn Mawr College.
- *THOMAS JAMES D'ANDREA *Assistant Professor of Psychology*
B.A., and Ph.D., University of Minnesota.
- ANDREW EFFRAT *Assistant Professor of Sociology*
A.B., Princeton University.
- JOHN G. GAGER *Assistant Professor of Religion*
B.A., Yale University; Ph.D., Harvard University.
- ROBERT M. GAVIN, JR. *Assistant Professor of Chemistry*
B.A., St. John's University; Ph.D., Iowa State University.
- LINDA GROVES GERSTEIN *Assistant Professor of History*
B.A. and M.A., Radcliffe College; Ph.D., Harvard University.
- DANIEL J. GILLIS *Assistant Professor of Classics*
B.A., Harvard University; M.A. and Ph.D., Cornell University.
- RICHARD POWELL JAYNE *Assistant Professor of German*
A.B., M.A., University of California, Berkeley.
- †ROBERT GRIFFITH JONES *Visiting Assistant Professor of Psychology*
A.B., Davidson College; B.D., Yale University; Ph.D., Duke University.
- ROBERT HILARY KANE *Assistant Professor of Philosophy*
on the Sloan Foundation Grant
B.A., Holy Cross College; Ph.D., Yale University.
- DIETRICH KESSLER *Assistant Professor of Biology*
B.A., Swarthmore College; M.S., and Ph.D., University of Wisconsin.
- JEAN BARTHOLOMEW KIM *Assistant Professor of Chemistry*
on the Sloan Foundation Grant
B.A., Eastern Baptist College; Ph.D., Bryn Mawr College.
- LOUIS ARYEH KOSMAN *Assistant Professor of Philosophy*
B.A., and M.A., University of California; Ph.D., Harvard University.

* On leave-in-residence, first semester, 1967-68.

** Absent on leave, second semester, 1967-68.

*** Absent on leave, 1967-68.

† On appointment for the second semester, 1967-68.

HAVERFORD COLLEGE

- DAVID KRAINES *Assistant Professor of Mathematics*
B.A., Oberlin College; Ph.D., University of California, Berkeley.
- VICKI WEISBERG KRAMER *Assistant Professor of English*
B.A., Wellesley College; M.A., Radcliffe College; Ph.D., Harvard University.
- *ROGER LANE *Assistant Professor of History*
B.A., Yale University; Ph.D., Harvard University.
- WYATT MACGAFFEY *Assistant Professor of Anthropology*
A.B., M.A., University of Cambridge; Ph.D., University of California, Los Angeles.
- EDWARD M. MICHAEL *Assistant Professor of Classics*
B.A., M.A. and Ph.D., University of Michigan.
- ROBERT A. MORTIMER *Assistant Professor of Political Science*
B.A., Wesleyan University; M.A., Columbia University.
- JAMES C. RANSOM *Assistant Professor of English*
B.A., University of New Mexico; M.A., Yale University.
- RICHARD R. RASKIN *Assistant Professor of French*
B.A., Dartmouth College.
- PRESTON B. ROWE, JR. *Assistant Professor of Psychology*
A.B., Dartmouth College; Ph.D., Massachusetts Institute of Technology.
- GUSTAV ANDREW SAYER *Assistant Professor of Physics*
on the Sloan Foundation Grant
B.A., Columbia University; Ph.D., University of Maryland.
- SARA M. SHUMER *Assistant Professor of Political Science*
A.B., Barnard College; M.A., and Ph.D., University of California, Berkeley
- ***CHRISTOPHER PETER R. J. SLATER *Assistant Professor of Religion*
B.A., McGill University; B.A., and M.A., Cambridge University; Ph.D., Harvard University.
- JOSIAH D. THOMPSON, JR. *Assistant Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- ***JOHN A. THORPE *Assistant Professor of Mathematics*
S.B., Massachusetts Institute of Technology; A.M., and Ph.D., Columbia University.
- WALTER J. TRELA *Assistant Professor of Physics*
on the Sloan Foundation Grant
B.S., Brown University; Ph.D., Stanford University.
- GEORGE I. TREYZ *Assistant Professor of Economics on*
A.B., Princeton University. *joint appointment with Bryn Mawr College*
- SIDNEY R. WALDMAN *Assistant Professor of Political Science*
A.B., Oberlin College.
- PAUL E. WEHR *Assistant Professor of Sociology*
Director of the Center for Research on Nonviolent Conflict Resolution
B.A., University of Connecticut; M.A., University of North Carolina; Ph.D., University of Pennsylvania
- EDWARD YAROSH *Assistant Professor of Biology*
on the Sloan Foundation Grant
B.A., Yale University; Ph.D., Massachusetts Institute of Technology.

* Absent on leave, first semester, 1967-68.

***Absent on leave, 1967-68.

FACULTY AND ADMINISTRATION

LECTURERS AND INSTRUCTORS

††FREDERIC JOHANSON	<i>Visiting Instructor in Classics</i>
B.A., Haverford College.	
†SAMUEL TOBIAS LACHS	<i>Visiting Lecturer in Religion</i>
B.A., University of Pennsylvania; M.H.L., the Jewish Theological Seminary; Ph.D., Dropsie College.	
RICHARD J. LUBARSKY	<i>Lecturer in English</i>
B.A., Swarthmore College; M.A., University of Pennsylvania.	
MARIA F. MARSHALL	<i>Lecturer in German</i>
Diplom-Psychologin, University of Munich.	
NADINE MITCHELL	<i>Lecturer in English</i>
A.B., Howard University; M.A., University of Pennsylvania.	
**DORIS SHAW QUINN	<i>Lecturer in English</i>
B.A., and M.A., Oxford University.	
HARRY L. ROSENZWEIG	<i>Instructor in Mathematics</i>
B.S., Massachusetts Institute of Technology; M.S., University of Arizona.	
†GRACE SIMPSON	<i>Visiting Lecturer in Classics</i>
Diploma, London University; Ph.D., Oxford University.	
HERTA SPRINGER	<i>Lecturer in German</i>
M.A., University of Pennsylvania.	
JOSEPH YEAGER	<i>Instructor in Mathematics</i>

Special Appointments

NORMAN BARGE BRAMALL	<i>Assistant in Physical Education</i>
RAYMOND TAYLOR BRAMALL	<i>Assistant in Physical Education</i>
B.S., M.S. and Ed.D., University of Pennsylvania.	
ADOLPH T. DIODA	<i>Sculptor</i>
ELIZABETH UFFORD GREEN	<i>Research Associate in Biology</i>
A.B., M.A., and Ph.D., Bryn Mawr College.	
FRITZ JANSCHKA	<i>Artist in Residence, Bryn Mawr College</i>
Akademie der Bildenden Künste, Vienna.	
MARY HOXIE JONES	<i>Research Associate in Quaker Studies</i>
A.B., Mt. Holyoke College.	
JUDITH K. KATZ	<i>Counselor</i>
B.A., Temple University; M.A., University of Michigan.	
GEORGE KUSEL	<i>Glass Blower</i>
HAZEL C. PUGH	<i>Supervisor of the Computing Center</i>
DANA SWAN, II	<i>Head Football Coach</i>
B.A., Swarthmore College.	
JAMES L. VAUGHAN	<i>Counselor</i>
B.A., Earlham College; B.D., Yale Divinity School.	
CHARLES N. WELSH	<i>Curator of Haverfordiana</i>
B.A., Haverford College.	
NORMAN MONTGOMERY WILSON	<i>Assistant in Engineering</i>

**Absent on leave, second semester, 1967-68.

††On appointment for the first semester, 1967-68.

†On appointment for the second semester, 1967-68.

HAVERFORD COLLEGE

Appointments Under Special Grants

- MABEL M. CHEN *Research Associate in Astronomy*
B.S., The National Taiwan University; M.A., and Ph.D., Bryn Mawr College.
- LINNEA D'ANDREA *Research Assistant in Biology*
B.S., University of Minnesota.
- LINDA JANE DILWORTH *Research Assistant in Biology*
- CAROL C. HELLER *Research Assistant in Biology*
B.A., Wilson College.
- ELEANOR K. KOLCHIN *Research Associate in Astronomy*
B.A., Brooklyn College.
- CECILY DARWIN LITTLETON *Research Assistant in Astronomy*
B.A. and B.Sc., Oxford University.
- SLAVICA SMIT MATACIC *Research Associate in Biology*
M.S. and Ph.D., University of Zagreb.
- VIVIANNE THIMANN NACHMIAS *Research Associate in Biology*
B.A., Swarthmore College; M.A., Radcliffe College; M.D., University of Rochester.
- JOSEPHINE REIST SMITH *Research Assistant in Biology*
B.S., The Pennsylvania State College.
- ETHEL M. SPIEGLER *Research Assistant in Biology*
B.A., Baptist Missionary Training School.
- GRACE M. STODDARD *Teaching and Research Assistant in Biology*
B.A., University of North Carolina; M.A., Washington University.

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B.A., University of Toronto; M.A., Ph.D., University of Chicago.
- WILLIAM WEBSTER AMBLER *Director of Admissions*
B.A., Haverford College.
- ELMER J. BOGART *Superintendent of Buildings and Grounds*
Temple University Technical Institute.
- WILLIAM EDWARD CADBURY, JR. *Director, Post-Baccalaureate Fellowship Program*
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- KATHERINE M. CARTER *Secretary to the President*
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- LOUIS CRAIG GREEN *Provost; Director, Strawbridge Memorial Observatory*
A.B., A.M., and Ph.D., Princeton University.
- JANET HENRY *Research-writer, Development Office*
- VIRGINIA H. KLINE *Registrar*
- JAMES W. LYONS *Dean of Students*
A.B., Allegheny College; M.S., and Ed.D., Indiana University.
- CHARLES PERRY *Associate Director for Development*
B.A., Haverford College; M.S.S., Bryn Mawr College.
- DAVID POTTER *Assistant Director of Admissions*
B.A., Haverford College; M.A., Temple University.
- WILLIAM A. SHAFER, JR. *Assistant Director of Admissions*
B.A., Haverford College.
- WILLIAM EDWARD SHEPPARD, II *Director of Alumni Affairs*
B.S., Haverford College.

FACULTY AND ADMINISTRATION

- CHARLES W. SMITH *Business Manager and Comptroller*
A.C.A., Institute of Chartered Accountants; A.C.I.A., Chartered Institute of Secretaries; CPA.
- * JOHN PHILIP SPIELMAN, JR. *Dean*
B.A., Montana State University; M.A., and Ph.D., University of Wisconsin.
- CHARLES C. WALDT *Office Manager in the Office of the Comptroller*
B.A., Philadelphia College of Bible.
- ALBERT F. WALLACE *Vice-President for Development*
B.A., Washington and Jefferson College.
- GERTRUDE MANN WONSON *Secretary to the Director of Admissions*
B.S., Simmons College.

Library Staff

- CRAIG RINGWALT THOMPSON *Librarian*
A.B., Dickinson College; A.M. and Ph.D., Princeton University; Litt.D., Dickinson College.
- EDWIN B. BRONNER *Curator, Quaker Collection*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- RUTH H. REESE *Assistant Librarian, Technical Services*
B.A., Acadia University; B.S. (L.S.), Simmons College.
- ESTHER R. RALPH *Assistant Librarian, Reader Services*
B.S., West Chester State College; B.S. (L.S.), Drexel Institute of Technology.
- ELSE GOLDBERGER *Acquisitions Librarian*
Ph.D., University of Vienna.
- M. CONSTANCE HYSLOP *Cataloger and Government Documents Librarian*
A.B., Mount Holyoke College; M.A., University of Pennsylvania; M.S. (L.S.), Drexel Institute of Technology.
- MAE E. CRAIG *Senior Cataloger*
A.B., Mount Holyoke College; B.S. (L.S.), Simmons College.
- BJORG MIEHLE *Circulation Librarian*
University of Oslo; Graduate, Norwegian State Library School; B.S. (L.S.), Drexel Institute of Technology.
- SHIRLEY STOWE *Reference Librarian*
A.B., Radcliffe College; M.S. (L.S.), Drexel Institute of Technology.
- MARIA KUNYCIA *Cataloger*
M.Ph., University of Poznań; M.S. (L.S.), Drexel Institute of Technology.
- RHONA OVEDOFF *Cataloger*
B.A., Dip. Lib., University of the Witwatersrand.
- WILLIAM FISHER BRINTON *Cataloger*
B.S., Haverford College; Columbia University.

Medical Staff

- WILLIAM WOLTER LANDER *Physician*
B.S., Ursinus College; M.D., University of Pennsylvania.
- PETER G. BENNETT *Psychiatrist*
B.A., Haverford College; M.D., University of Pennsylvania.
- LOUISE ANASTASI *Head Nurse*
R.N., Philadelphia General Hospital; B.S.N., Hunter College.
- ARMINA DUDECK *Nurse*
R.N., Allegheny Valley Hospital.

** Absent on leave, second semester, 1967-68.

HAVERFORD COLLEGE

Summer Programs

HELEN HUNTER *Director of Summer Programs*
B.A., Smith College; M.A., and Ph.D., Radcliffe College.

Haverford Summer Language Institute

JACQUELINE ARNICHAND LE BAILLY *Assistant in French*
licence es Lettres Modernes, D.E.S., Lettres Modernes, University of Lyons.

KATRIN TAEGER BEAN *Assistant in German*
B.A., Rockford College; M.A., and Ph.D., Bryn Mawr College.

JOHN RICHARD CARY *Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.

GERALD KAMBER *Visiting Associate Professor of French*
B.A., Rutgers University; M.A., Middlebury College; Ph.D., Johns Hopkins University.

MARIA MARSHALL *Assistant in German*
Diplom-Psychologin, University of Munich.

FRANCOISE WEIL *Assistant in French*
licence d'Anglais; D.E.S. Anglais; C.A.P.E.S. d'Anglais, Sorbonne.

Haverford Chamber Music Center

SYLVIA GLICKMAN *Director*
B.S., and M.Sc., Juilliard School of Music; L.R.A.M., Royal Academy of Music.

JOHN DAVISON *Composer-in-Residence*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of Rochester.

JOSEPH DE PASQUALE *Member of the Quartet-in-Residence*
Diploma, Curtis Institute of Music; Violist, Philadelphia Orchestra; Member, de Pasquale Quartet.

ROBERT DE PASQUALE *Member of the Quartet-in-Residence*
New School of Music; Violinist, Philadelphia Orchestra; Member, de Pasquale Quartet.

FRANCIS DE PASQUALE *Member of the Quartet-in-Residence*
Cellist, Philadelphia Orchestra; Member, de Pasquale Quartet.

WILLIAM DE PASQUALE *Member of the Quartet-in-Residence*
Violinist, Philadelphia Orchestra; Member, de Pasquale Quartet; Concert Master, Philadelphia Orchestra for Robin Hood Dell Summer Concerts.

Haverford Summer Post-Baccalaureate Program

JOHN VAN BRUNT *Resident Tutor*
B.A., Haverford College.

ROMONA LIVINGSTON *Visiting Instructor in English*
B.A., William Jewell College.

URSULA V. SANTER *Visiting Assistant Professor of Biology*
B.A., Swarthmore College; M.S., and Ph.D., Yale University.

JOSEPH YEAGER *Instructor in Mathematics*

VISITING FACULTY ON SPECIAL FUNDS 1966-67

William Pyle Philips Fund

- | | |
|--|--|
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Carnegie Institution | JOEL HURSTFIELD
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| MICHAEL ARTIN
Professor of Mathematics,
Massachusetts Institute of Technology | SHINYA INOUE
Professor of Biology,
University of Pennsylvania |
| SHLOMO AVINERI
Lecturer in Political Theory
Hebrew University of Jerusalem | JAMES IRVING
Professor of Sociology, Rhodes
University, Grahamstown, South Africa |
| TEODORE AYLON
Director of Clinical Research,
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Professor of Biological Chemistry,
Harvard Medical School |
| H. A. BARKER
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Professor of Sociology
University of California (Los Angeles) |
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Professor of Mathematics
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Science, State University of New York
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Assistant Professor of Astrophysical
Sciences, Princeton University |
| ERVING GOFFMAN
Professor of Sociology
University of California (Berkeley) | FREDERICK NEIDHARDT
Professor of Biology,
Purdue University |
| ISRAEL GOLDIAMOND
Executive Director, Institute for
Behavioral Research | CONOR CRUISE O'BRIEN
Albert Schweitzer Professor of
Humanities, New York University |
| CLIFFORD GROBSTEIN
Professor of Biology
University of California (San Diego) | O. OLAKANPO
Associate Professor of Economics
University of Lagos, Nigeria |
| A. GROTHENDIECK
Professor of Mathematics, Institut
des Hautes Études Scientifiques,
Bures-sur-Yvette, France | GEORGE PAKE
Provost, Washington University |
| ROBERT HOFSTADTER
Professor of Physics,
Stanford University | EFFRAIM RACKER
Professor of Biochemistry
Cornell University |
| DAVID HOGNESS
Professor of Biochemistry,
Stanford University | SOL SPIEGELMAN
Professor of Microbiology
University of Illinois |
| GEORGE C. HOMANS
Professor of Sociology,
Harvard University | J. TITS
Professor of Mathematics,
University of Bonn |

HAVERFORD COLLEGE

WILLIAM D. WALKER
Professor of Physics,
University of Wisconsin

JAMES D. WATSON
Professor of Biology
Harvard University

FRANK WESTHEIMER
Professor of Chemistry
Harvard University

RICHARD L. WOLFGANG
Professor of Chemistry
Yale University

William Gibbons Rhoads Fund

PAUL BÉNICHOU
Professor of French,
Harvard University

Mary Farnum Brown Fund

CATHERINE DRINKER BOWEN
Author

KRISTER STENDAHL
Frothingham Professor of New
Testament Studies, Harvard Divinity
School

Scholars in the Humanities Fund

CHARLES W. HENDEL
Clark Professor of Moral Philosophy,
emeritus, Yale University

Academic Council

The Academic Council consists of the Provost as chairman, three elected divisional representatives of the faculty, one to be elected yearly, the two faculty representatives to the Board, and the President. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1967 are Mr. MacCaffrey (Social Sciences), Mr. Finger (Natural Sciences), and Mr. Gutwirth (Humanities).

Standing Committees of the Faculty

(The president and provost are ex officio members of all committees.)

Academic Flexibility: MR. DAVIDON, *Chairman*

MESSRS. CARY, HEATH, SANTER, SPIELMAN

Academic Standing: MR. SANTER, *Chairman*

MESSRS. BUTMAN, DAVIDON, HEATH, SPIELMAN

Educational Policy and Admissions: MR. ROSE, *Chairman*

MESSRS. BELL, KOSMAN, LOEWY, SPIELMAN

Faculty Compensation and Medical Plans: MR. LESTER, *Chairman*

MESSRS. MILLER, MORTIMER, TEAF

Faculty Research and Study: MR. CHESICK, *Chairman*

MESSRS. LESTER, MILLER, MORTIMER

Distinguished Visitors and Library: MR. HUNTER, *Chairman*

MESSRS. GILLIS, KESSLER, WALDMAN, and for Library, MR. C. THOMPSON

Honors and Fellowships: MR. COMFORT, *Chairman*

MESSRS. ASHMEAD, EFFRAT, HUSEMOLLER

Non-Academic Program: MR. HETZEL, *Chairman*

MESSRS. BUTMAN, DESJARDINS, PRUDENTE

*The
College
and Its
Program*



AIMS AND OBJECTIVES

In line with its Quaker tradition, Haverford College stresses three interrelated elements in its educational philosophy. These are a high standard of academic performance within a broadly-based, liberal arts curriculum, the individual nature of this education, and the importance of personal ideals and moral values. High scholastic ability is a requisite for admission to Haverford, but heavy weight is given to the character of each candidate and the potential contribution he can make to the College community. Along with a commitment to scholarship, the College emphasizes the development of sound ethical judgments based on a clear perception of individual and social aims.

In his academic work, each student is encouraged and expected to perform at a level consistent with his abilities. The more capable he is the more is expected of him. He will soon discover the high value which the College attaches to intellectual integrity, independence of judgment, an imaginative grasp of the interrelationship of the branches of knowledge, and a capacity to carry out independent work. The requirements for graduation are designed to develop the ability to learn, to understand, and to reach sound conclusions; on the basis of study in each of the broad fields of human knowledge as well as by concentration in a single field.

The College believes that the desirable qualities cultivated in the classroom and laboratory can be supplemented and strengthened by a sound program of non-academic courses, athletics, and extracurricular activities. The Arts and Service non-credit courses are designed to encourage interest in constructive community service and to develop appreciation of beauty and certain creative skills. Athletic activities, including intramural and intercollegiate contests, promote physical fitness and coordination and provide opportunity for all students to experience the benefits of wholesome competition and team play. A variety of campus organizations permits each student to join with others in pursuing common interests. The important role of the honor system in student government emphasizes the value which the community places on individual responsibility.

Haverford College believes that while the mastery of facts, techniques, and certain skills is important, it must be coupled with the desire and moral capacity to use them for worthwhile ends. It will continue to lay stress on the formation of moral values and personal ideals, not insisting on any set doctrine, but cherishing freedom of religious beliefs and of conscience. Such growth is fostered by the weekly Collections, or assemblies, where leaders from various walks of

life share with the undergraduates their diverse experiences and points of view. In addition, outstanding scholars frequently visit the campus for lectures or special classes, and have extensive personal contacts with students.

At the center of the religious activity of the Society of Friends is the Meeting for Worship. Members of the College community gather each Thursday morning at Fifth Day Meeting. The majority of those attending are not members of the Society of Friends. This voluntary meeting provides an opportunity for students, faculty and administration alike to learn from meditative silence or from a spoken message to delineate and cultivate the highest moral principles, and to see themselves in their proper relation to their fellowmen and to the totality of life.

HISTORY

Haverford College was founded in 1833 as the first College established by members of the Society of Friends in the United States. It was organized as an institution which would provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent," offering a course of instruction in science, mathematics, and classical languages "as extensive as given in any literary institution in this country." In those days it was modestly called Haverford School, but the intent was clear to create a center that would give to Friends the kind of education which other young Americans were receiving in the best colleges.

The founders selected, as a site for the new College, 198 acres of rolling farmland in the center of the Welsh Tract, a large area originally set apart by William Penn for Quaker immigrants from Wales. Today its beautifully landscaped campus, grown to 216 acres, forms a peaceful setting in the midst of the suburbs of Philadelphia.

The first 40 years of Haverford's history were devoted to establishing policies and practices to make effective the ideals of its founders. In 1847 it opened its doors to young men who were not Quakers, and in 1856 it became a degree-granting institution. Although the College has never had any formal connection with an organized Meeting of the Society of Friends, its Quaker tradition continues strong. Even today, at least 18 of the 24 elected members of the Board of Managers must be members of the Society of Friends.

President Isaac Sharpless, 1887-1917, led Haverford College into the forefront of American collegiate institutions. Under his leadership, Haverford's tradition of outstanding teaching was continued and

strengthened. During the administration of William Wistar Comfort, from 1917 to 1940, the student body increased from two hundred to over three hundred. Felix Morley, a Rhodes scholar of the Class of 1915, was president during the difficult years of World War II. He was succeeded by Gilbert F. White, one of the country's outstanding geographers, who served as president from 1946 to 1955 before returning to teaching and research. Hugh Borton, distinguished professor of Japanese history at Columbia University and director of its East Asian Institute, was inaugurated as president in 1957. In 1963, the Board of Managers approved an increase in the enrollment from 450 to 700 within the following decade and, until he retired in June 1967 to resume his specialization in Japanese history, Dr. Borton guided the College through the important first years of this expansion. In 1967, John R. Coleman, formerly of The Ford Foundation, became Haverford's 16th president.

RESOURCES

The approximate market value of endowment funds and trusts of Haverford College is \$26,000,000. The income from these funds and the support given to the College annually by its alumni and other friends play significant parts in maintaining its high educational standards and underwriting the scholarship and loan programs which help many of its students.

Founders Hall, built in 1833 at a cost of \$19,251.40, was known for years as "The College." Over the years the campus has been improved by the addition of dormitories and other buildings to supplement Founders Hall. Except for those who live at home, students live in dormitories or small residence houses on the campus. Similarly a large portion of the faculty live in houses or apartments owned by the College and situated on or near the campus.

Academic Buildings

Classroom and laboratory buildings are Chase Hall, Hilles Laboratory of Applied Sciences, Strawbridge Memorial Observatory, Henry S. Drinker Music Center, Stokes Hall, Sharpless Hall, and the Lyman Beecher Hall Building. Some classes are also held in Whitall Hall.

HILLES houses the Engineering Department and contains classrooms, drawing rooms, a departmental library, shops, and mechanical and electrical laboratories. Also located there is the Haverford-Bryn Mawr COMPUTER CENTER. This center contains an IBM 1620 computer with card input and output. The computer has a 60,000 decimal digit

memory with an access time of 20 microseconds. Its speed is 1800 five-digit additions or 200 five-digit multiplications per second. This center has several key punches, a sorter, a reproducer, and a tabulator. All of its equipment may be used by students.

STOKES HALL, built at a cost of \$2,000,000 and opened in September 1963, provides unexcelled facilities, including classrooms and office space, for the Departments of Physics, Chemistry, and Mathematics. In one wing are an auditorium seating 205 persons and a science library with space for 20,000 volumes and current journals.

The Physics Department is equipped for teaching and research in modern nuclear and atomic physics. Facilities include six general laboratories for course work, seven specialized laboratories for student-faculty research, and two senior thesis rooms, used exclusively by seniors for their major projects. The equipment includes an X-ray unit for powder diffraction work, a subcritical reactor containing 2.5 tons of uranium, a doubly shielded room for work with electromagnetic radiation, and four scanning microscopes. Student-built equipment is also available, such as a laser apparatus and a radio-telescope.

Facilities for the Chemistry Department include five laboratories used in conjunction with formal courses, instrument and specialized equipment rooms, and six independent faculty research laboratories which are used freely by students doing independent work and advanced projects with professors. The department has its own glass-blowing shop. Equipment includes a full range of recording spectrophotometers, counting equipment for radioactive tracer work, and a gas chromatography apparatus for general use as well as units for separate research projects. The physical chemistry laboratory includes a Bausch and Lomb grating spectrograph, high vacuum systems, and standard precision electrical apparatus. Mettler single pan balances are used in instructional laboratories. Ground joint glassware is used in the elementary organic chemistry program and in all higher courses. Grants from the National Science Foundation are available to students for summer research projects.

The Mathematics Department, located on the top floor, uses several classrooms, some of which are equipped with desk calculators.

SHARPLESS HALL, recently completely remodeled and redesigned for the Departments of Biology and Psychology at a cost of \$750,000, was reopened for use in the fall of 1964.

Three floors, devoted to the Biology Department, include laboratories and seminar rooms with a broad spectrum of facilities for

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studying all phases of modern molecular biology. There is a large freshman-sophomore laboratory, and a junior laboratory equipped to handle all aspects of cell biology. One entire floor is devoted to student-faculty research where senior students do projects in common with professors. Equipment includes animal rooms, shops for glass-blowing and wood and metal working, several constant temperature rooms for controlled temperature experiments, ultra-centrifuges, a high-resolution electron microscope, spectrophotometers, and a liquid scintillation counter. The department also has its own library and journal collection.

The top two floors are devoted to psychology. Equipment includes both primate and non-primate animal quarters, animal laboratory with soundproofed and full wired individual experimental rooms, a set of individual multi-purpose animal and human research rooms, a perception laboratory, a statistical laboratory, a social-personality observation laboratory with one-way mirrors, a shop, a journal library and reading room. In addition there is a physiological psychology and control room for animal operation procedures and master control panels of all inter-laboratory communication channels.

LYMAN BEECHER HALL BUILDING, renovated during the past two years, contains modern classroom and office facilities as well as a permanent display of primitive art and an African Studies Room with book shelves, display cases for periodicals and maps and a screen for showing slides.

WILLIAM J. STRAWBRIDGE MEMORIAL OBSERVATORY is equipped with three equatorially mounted telescopes, a 10-inch and a 4½-inch refractor, and a 6-inch reflector; a reflecting telescope with 8-inch mirror and altazimuth mounting; a meridian circle telescope of 3¾-inch aperture; a zenith telescope of 2¼-inch aperture; a spectrohelioscope; an astrographic mounting provided with two 4-inch Ross lenses and a 4-inch guiding telescope; sidereal clocks, a chronograph, and other instruments. The astronomical library is housed in the observatory.

HENRY S. DRINKER MUSIC CENTER, located in the former home of William Wistar Comfort, provides offices, classrooms, and practice facilities for the Music Department, and houses the College's record collection and music library. The larger concerts are held in Roberts Hall where a Steinway grand and a Schlicker portable pipe organ are at the disposal of artists.

The Library

The Haverford College Library is planned and developed with the primary purpose of providing the intellectual resources of books,

periodicals, and pamphlets needed to sustain the work of the academic curriculum. Most of the volumes have been selected by the teaching faculty, and, with the exception of some special collections described below, the books and periodicals are all on open shelves and readily accessible for over one hundred hours a week during the college year. In the administration of the Library, the aim is to bring the resources of the book collection as effectively as possible into the academic life of the College.

Beyond this primary purpose, the Library seeks through several collections to provide opportunities for independent research in certain fields. Most notable of such collections is the Quaker Collection, which attracts many visiting scholars each year. The Government Depository and International Documents Collections provide extensive resources for independent study in the social sciences, and there are further collections of autograph material, orientalia, and particularly of Renaissance literature offering similar research opportunities in other fields.

The Haverford Library contains about 250,000 volumes, and receives about 1300 periodicals and serials. It is an academic library, planned and operated for the students and faculty of the college, but welcomes alumni, members of the Library Associates, and residents of the Haverford community who wish to consult materials not readily available in public libraries. Because of limited seating capacity, however, special rules govern applications by secondary school students for permission to use the Library. The Library is open on weekdays from 8 A.M. to midnight, and on Sundays from 12:30 P.M. to midnight. (Treasure Room: weekdays—9 A.M. - 5 P.M.) Special hours are arranged for vacation periods.

The Library building, the first portion of which (the present north wing) was built in 1863, has grown by five successive additions. In December, 1952, the original north wing was renovated in memory of William Pyle Philips, and now forms a bright and comfortable room for quiet study. There are also four special reading rooms in the building:

GUMMERE-MORLEY MEMORIAL READING ROOM, decorated and equipped by the Class of 1892, provides a reading and browsing room for Haverford students.

MICROMATERIALS READING ROOM, equipped with microfilm and microprint readers and microfilm file of *The New York Times* from 1930 to the present.

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RUFUS M. JONES STUDY, a replica of Rufus Jones' own study, with his own books and furniture, is used for seminar classes in philosophy as well as for quiet reading.

TREASURE ROOM, provided through the generosity of Morris E. Leeds of the Class of 1888, contains the Quaker Collection as well as other rare books and special collections.

Major expansion of the Library building, and renovation of many parts of the present structure—a project costing well over \$2,000,000—is to be completed early in 1968. This will mean that storage capacity of the building will be doubled, reader and staff space more than doubled, and new or improved facilities for library work provided. For this reason, the Gummere-Morley Room, Rufus Jones Study, and certain stack and reading areas will not be available to readers until early 1968. During the period of construction the basements of Lyman Beecher Hall Building and South Dormitory are used as annexes.

Special Collections

THE QUAKER COLLECTION was started in 1867 when the Board of Managers decided to gather "an important reference library, especially for works and manuscripts relating to our own Religious Society." The Library already contained many Quaker books and manuscripts, including the "Letters and Papers of William Penn," a gift of Henry Pemberton.

Today the Quaker Collection is a major repository for both printed and manuscript material about the Society of Friends. The 22,000 books include more than 4000 printed before 1700, the unique nucleus of which is the *William H. Jenks Collection of Friends Tracts*, containing 1600 separately bound titles, mostly of the seventeenth century. The several thousand pamphlets and serials in the collection include the most complete sets of the bound volumes of Quaker periodicals and of Yearly Meeting minutes in existence. The 75,000 manuscripts and documents, maps and pictures, include the journals of nearly 700 important Friends, the papers of many Quaker families, Meeting records, archives of Quaker organizations, and a great deal of material on Friends and the Indians.

The addition to the Library, to be completed in 1968, will include a large, fireproof, air-controlled vault for manuscripts and rare books; enlarged facilities for students and visiting scholars, as well as additional space for this collection.

The Quaker Collection welcomes gifts of family papers, books, or other material related to the history of Friends, and it grows constantly through both gifts and purchases. A brochure describing the Quaker Collection may be obtained upon request.

THE RUFUS M. JONES COLLECTION ON MYSTICISM contains 1360 books and pamphlets from the fifteenth century to the present day.

THE TOBIAS COLLECTION OF THE WRITINGS OF RUFUS M. JONES is practically complete. It consists of 325 separate volumes and 16 boxes of pamphlets and extracts. The personal papers of Rufus M. Jones are also in the Library, and are available for use by scholars under certain conditions.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION contains more than 20,000 items, embracing autographed letters of the signers of the Declaration of Independence, authors, statesmen, educators, artists, scientists, ecclesiastics, and monarchs, and also several series of valuable papers on religious, political, and military history.

FRENCH DRAMA OF THE ROMANTIC PERIOD, a collection of several hundred popular plays produced in Paris between 1790 and 1850. The collection was presented to the college by William Maul Measey.

THE CHRISTOPHER MORLEY COLLECTION OF AUTOGRAPHED LETTERS comprises about 200 letters and memoranda selected by Mr. Morley from his correspondence files. Over one hundred contemporary authors are represented.

THE WILLIAM PYLE PHILIPS COLLECTION contains rare books and manuscripts, mostly of the Renaissance period. Among the treasures of this collection are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton, and the four folios of Shakespeare.

THE HARRIS COLLECTION OF ANCIENT AND ORIENTAL MANUSCRIPTS contains over 60 Hebrew, Latin, Arabic, Syriac, and Ethiopian rolls and codices collected by J. Rendel Harris.

Affiliations

Haverford maintains a cooperative arrangement with Bryn Mawr and Swarthmore whereby the facilities of the libraries of all three colleges are open to faculty and students of each of the colleges.

THE PHILADELPHIA BIBLIOGRAPHICAL CENTER AND UNION LIBRARY CATALOGUE, the largest regional cooperative catalogue in America, enables users of the Haverford Library to locate books in over 200 libraries of the Philadelphia area.

LIBRARY ASSOCIATES is an organization of graduates and friends of the College, devoted to increasing the usefulness of the Library. It serves to bring the facilities of the Library to wider notice and to make them available; to encourage the making of gifts to the Library; and to aid in the use of the Library for exhibition purposes. Also, it sponsors occasional talks on Sunday afternoons on matters of interest to friends of the Library. Inquiries should be addressed to The Library, Haverford College.

Art Collection

A small permanent art collection, including paintings and drawings by Homer, Inness, Pintorricchio, Sargent, and Whistler, is displayed in the Library. Temporary exhibitions of paintings, drawings, and photographs are held from time to time at the College.

Framed reproductions of outstanding paintings and a few originals are available at the beginning of each semester for loan to students.

Music

In addition to a considerable collection of music scores, including the complete works of several composers, the special equipment of the music department consists of several pianos and a collection of scores, books, and phonograph records presented in 1933 by the Carnegie Corporation. This record collection, housed in the Henry S. Drinker Music Center, has served as the basis for further acquisitions which are used for teaching and study purposes.

HAVERFORD COLLEGE FRIENDS OF MUSIC is an association of friends and neighbors of the College and faculty members, who, in cooperation with the Music Department, arrange a series of chamber music concerts which are held three or four times a year on Sunday evenings in the Common Room.

Residence Halls

Dormitories include **FOUNDERS HALL**, which in addition to a number of living units also includes the College dining hall, a few faculty and administrative offices, and suites for visiting guests; **BARCLAY HALL**, which houses mostly freshmen; **LLOYD HALL**, and **LEEDS HALL**. **SOUTH DORMITORY**, with space for 129 students, was opened early in 1965. Three new **NORTH DORMITORIES**, each with a capacity of 64 men, will be ready for occupancy in 1968.

Spanish, German, and French speaking students may reside in **WILLIAMS HOUSE**, **YARNALL HOUSE** and **FRENCH HOUSE**, respectively, thus gaining an opportunity to live in close association with others specializing in these fields. One other residence, near but not on the campus is **SCULL HOUSE**, with room for about 20 students.

Athletic Facilities

Haverford's GYMNASIUM was supplemented in 1957 by ALUMNI FIELD HOUSE, which affords capacious facilities for indoor athletics and has proved its value in the College's extensive program for physical education. Walton Field, where football games and track meets are held, has stands capable of seating 2000 spectators. Around the field is a quarter-mile track with a 220-yard straight-away. In addition, varsity soccer matches are played on the Class of '88 Field, varsity baseball games are played on Class of '22 Field, and cricket is played on Cope Field. The College has 15 tennis courts, six of them all-weather, a skating pond, a cross country course, and several practice fields which are also used for intramural sports.

Other Buildings

The admissions office and office of the president are located in ROBERTS HALL, an impressive columned building at the center of the campus, which also contains an auditorium seating over 700. Other administration offices are maintained in FOUNDERS, HILLES AND WHITALL. The UNION provides facilities for the campus radio station, student lounges, the College bookstore, and a snack bar.

MORRIS INFIRMARY, presented by John T. Morris of the Class of 1867, houses a clinic, emergency treatment room, and facilities for bed care of 10 patients, including an isolation ward for contagious diseases. It has its own kitchen and accommodations for a resident nurse.

Location

Located 10 miles west of Philadelphia on the "Main Line," Haverford is fortunate to have the extensive cultural, scientific and industrial facilities of the Greater Philadelphia area close at hand. Within a half hour's drive there are some 20 other colleges and universities. Haverford Station, on the Pennsylvania Railroad between Ardmore and Bryn Mawr, is 20 minutes from the center of the city. The campus fronts on famous Lancaster Pike (U.S. 30), a few miles from the Pennsylvania Turnpike. It is approximately two hours by train from New York or Baltimore and less than three hours from Washington.

The campus, landscaped and park-like in appearance, provides a beautiful natural setting. The ARBORETUM and WOOLMAN WALK, the latter the gift of the late Edward Woolman '93, contain a wide variety of woody plants, both indigenous and exotic, thus permitting direct observation and study by students of the natural sciences.

ADMISSION

The policy of Haverford College is to admit to the freshman class those applicants who, in the opinion of the Committee on Admissions, are best qualified to profit by the opportunities which the College offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character, personality, and interest and ability in important extracurricular activities.

Whenever practicable, the College will expect the candidate to have a personal interview with the director of admissions or another administrative officer. Every applicant should realize that, in view of the limited enrollment, he is entering a competition for admission to a carefully selected and comparatively small student organization. On the basis of all information available — school record, class standing, College Board reports, evidence touching on character and personality — the application will be accepted or rejected, and the decision of the Committee on Admissions is final. Preference will be given to those with superior records and credentials rather than to those with mere priority of application.

Each applicant must submit his school record and a certificate of character signed by his school principal. The preparatory course should include as a minimum four years of English, three years of mathematics including two years of algebra, three years of one foreign language (in preference to two years of two languages), a laboratory science, and a course in history or social studies. Additional courses in foreign language, mathematics, science, social studies and history will be dictated by the interests of the candidates.

Each applicant for admission must take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. The English Composition Test is required, but a candidate may choose the other two tests. If there is any doubt about the choice of the two tests he should consult the director of admissions. Applications involving divergence from the normal procedure must be discussed in detail with the director of admissions.

Applications for admission should be submitted early in the candidate's senior year. The application must be accompanied by a check or money order for \$10 drawn to the order of Haverford College to cover the application fee, which is not refundable. Upon receipt of the application, the College will send a school record form to the candidate for completion by the school officials.

Candidates are encouraged to visit the college for an interview. The Office of Admissions is open from 9 A.M. until 4:30 P.M. on weekdays and from 9 A.M. until noon on Saturdays. The office is closed on Saturdays during the summer. Arrangements should be made in advance for an appointment.

Information Concerning College Entrance Board Tests

The College Entrance Examination Board will offer the Scholastic Aptitude Test and Achievement Tests on each of the following dates during the 1967-68 academic year:

Sat., Dec. 2, 1967

Sat., Jan. 13, 1968

Sat., Mar. 2, 1968

Sat., May 4, 1968

Sat., July 13, 1968

The *Bulletin of Information*, distributed without charge by the College Entrance Examination Board to all secondary schools that present candidates for the tests, contains rules regarding applications, fees, reports, and the conduct of the tests; lists of examination centers; and an application. This application may be used for any College Board administration involving the SAT and Achievement Tests. Additional applications will be available at the schools for students needing more than one. Booklets describing the tests and giving sample questions, explanations, and answers, as well as score interpretation booklets for counselors and students, are also distributed in quantity to secondary schools without charge.

Candidates should make application by mail to the College Entrance Examination Board, Box 592, Princeton, N. J. 08540. Students who wish to take the examinations in any of the following States, territories, or foreign areas should address their inquiries and send their applications to College Entrance Examination Board, P. O. Box 1025, Berkeley, Cal. 94701.

Alaska	Nevada	Manitoba
Arizona	New Mexico	Saskatchewan
California	Oregon	Northwest Territory
Colorado	Utah	Yukon Territory
Hawaii	Washington	Republic of Mexico
Idaho	Wyoming	Australia
Montana	Alberta	Pacific Islands, including
	British Columbia	Japan and Formosa

Early Decision

An early decision plan is available for candidates whose first choice is Haverford. Since a limited number of students can be accepted under the plan, only students who have seriously investigated the college and who are well qualified should apply. Candidates must take the required College Board examinations in their junior year and must submit an application before November 15. Additional information may be obtained from the director of admissions.

Transfer Students

A number of transfer students are admitted each year. In addition to filing an application, a candidate must submit a school transcript (on a form provided by Haverford), the results of the College Board examinations that he has taken, a college transcript, a letter of recommendation from a responsible official of the college which he is attending, and have an interview with a representative of the Admissions Office. Decisions are usually announced in June.

Advanced Standing

An adequately qualified student may be permitted to omit an introductory course in College and proceed directly to work at the intermediate level in that subject. Several departments give placement examinations to determine these qualifications; other departments use less formal means. Students who have taken courses in high school under the Advanced Placement Program may take tests in these subjects given by the College Entrance Examination Board each May. Students who do well on these tests may be given advanced placement or college credit or both. Credit may also be granted for work done at another college prior to entrance here. To be considered for such credit, a student must arrange for the transcript of the work to be sent to Haverford. Provision is made under the Flexibility Program (see pages 48-51) for a student to make special use of such credits if he so desires.

HOUSING

The value of participating as widely as possible in the life of the community is an integral part of Haverford's educational philosophy. Therefore students, with the exception of those who are married or are living at home, are normally expected to live on campus.

Entering freshmen are assigned the rooms available after the other classes have made their choice. New students will be notified of their housing assignments prior to their arrival on campus in September.

A deposit of \$35 is required of all new students at the time they are notified of their admission. A similar deposit is required also of those students who have not been in attendance at the College during the immediately preceding semester. This amount will be deducted from the bill for the following year. If the student fails to present himself at the beginning of the semester for which he has been enrolled, the deposit will be forfeited.

Students are expected to treat College property with the same consideration as their own. A student is held financially responsible for any damage to his room.

EXPENSES

The tuition charge for all regular students is \$1975 for the academic year.* Tuition for special students is \$250 per course, per semester. The residence fee is \$900 per year. The payment of a unit fee of \$135 per year makes it possible for the student to participate in any campus organization without an additional fee.

While the College has been able to hold its tuition charge and fees at this level for several years, it is anticipated that there will be an increase in 1968-69 of approximately \$200, divided between tuition and residence fee. During 1967-68, the College will restudy the unit fee and the services which it covers. This may result in a slight increase, not to exceed \$15 in the 1968-69 unit fee.

The residence fee covers board and room charges when College is in session; under the latter are included heat, electric light, weekly service, and the use of necessary bedroom furniture, i.e., a bureau, table, chair, study lamp, and a bed, the linen for which is furnished and laundered by the College. Students will supply their own study furniture, blankets, and towels.

The unit fee includes the following: student activities fee, admission to Art Series, laboratory fees, health fee, accident insurance (a maximum of \$1000 within one year of each accident), diploma, and psychological tests when required by the College.

There are four scheduled vacation recesses during the school year: Thanksgiving, Christmas, mid-year recess, and spring vacations. With minor exceptions student services and facilities and academic facilities are closed or drastically curtailed during vacation periods.

* Any student who is taking four or more courses in a given semester, or who has been granted permission, under the Flexibility Program (see pages 48-51) to carry fewer courses, is regarded as a regular student.

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The College requires that bills rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposits be paid in full before the beginning of the semester. In order to avoid last minute congestion, it is suggested that bills be paid by mail in advance.

A non-refundable fee of \$10 is payable when application for admission is presented.

When a special diet is required for medical reasons, and approved by the college physician, a charge of \$1.50 weekly will be made, but this charge may be increased if the special foods required are unusually expensive.

The College requires freshmen to pay a fee of \$25 toward the cost of the orientation week. New students who are not freshmen should come on Thursday afternoon of orientation week. A fee of \$10 will be charged for this portion of the orientation period.

The College requires a \$100 deposit to cover the cost of books and any other incidental charges which may arise during the school year. Each incidentals account must have a balance, on June 1, adequate to cover all final charges. At intervals during the year, a bill for the actual charges made will be sent to the student. If this bill, or any other indebtedness, is not paid by the end of the semester, credits will not be granted for the work performed. Any unspent balance is refunded at the end of the academic year.

No reduction or refund of the tuition charge will be made after the first two weeks of any semester. If a student withdraws before the completion of the first two weeks, there will be a complete refund of his tuition. In case of withdrawal or absence due to illness, full refund of the residence fee cannot be made, since overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness of four weeks or more, a partial refund of the residence fee, in the amount of \$10 for each week of absence, will be made. The unit fee cannot be refunded for any reason.

College Responsibility

The College is not responsible for loss due to fire, theft, or any other cause. Students who wish to take out fire insurance may apply for information at the Business Office.

Monthly Payments

Parents who prefer to pay tuition and other fees in monthly installments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges for financing, may be obtained from the Business Office.

FINANCIAL AID

Students at Haverford pay only a portion of the entire cost of their education, since endowment income covers 50 percent of it. Nevertheless it must be recognized that the student bill is a considerable sum. Fortunately, the College has many resources to aid in meeting expenses. As a result, no able and responsible student who is seriously interested in Haverford should hesitate to apply because of financial reasons.

The main sources of financial aid are described below. A more detailed discussion of the problem is described in a separate booklet entitled *Financial Aid at Haverford*.

The financial aid program—scholarships, loans, and jobs—is administered by a committee consisting of the director of admissions, who serves as chairman, the dean of the College, and the dean of students.

Scholarships

Scholarships are awarded on a basis of merit and individual need. While no scholarship is given for more than one year, it is the practice to continue the scholarship if a student's scholastic performance has been satisfactory and his need continues.

No scholarship will be given to a student whose academic standing is unsatisfactory.

No scholarship will be given to a student whose previous college bill has not been paid in full.

Candidates for freshman scholarships must file a financial statement with the College Scholarship Service, at the appropriate CSS office, before January 15th. Copies of the form to be used may be obtained from the applicant's high school or from the College Scholarship Service.

Inquiries about scholarships for incoming students should be addressed to the director of admissions.

Students enrolled at the College must submit all preliminary correspondence and applications for undergraduate scholarships for 1968-69, together with supporting letters from parents or guardians, to the director of admissions, before April 15, 1968.

It is assumed that requests for scholarships will not be made by those whose expenses can be met by their parents or from other sources.

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CORPORATION AWARDS—Four Corporation Scholars will be chosen in the senior, junior and sophomore classes. The selection will be made on the basis of the highest general averages for the preceding year. Each Corporation Scholar will be awarded \$50. No application for these awards is necessary.

ENDOWED SCHOLARSHIPS—Included in the College's endowment are a number of funds designated especially for scholarships. A list of the endowed scholarships appears on pages 152-158 of this catalog.

GENERAL SCHOLARSHIPS—In addition to the endowed scholarships, a general scholarship fund is available. Scholarships awarded from this fund will vary in size and number according to the needs of the applicants.

Student Loan Funds

Loan funds are available for students in good standing who demonstrate financial need.

Haverford College does not participate in the NDEA Loan Program, but has established a College Loan Fund which is similar in most important respects. Any member of the student body who qualifies may borrow up to \$1000 a year under this plan.

Short-term loans are available for emergencies. They are limited to \$300 a year, carry no interest charge, and are repayable within the academic year.

Inquiries about loans should be addressed to the director of admissions.

Student Aid

In addition to the Student Loan Fund and to scholarship help, the College offers students the opportunity to work at standard rates in the Library and as clerical assistants to faculty and administrative officers of the College. The program of student aid is administered by the dean of students.

Placement

Haverford's placement service is under the direction of the director of alumni affairs. Senior and alumni registrants are offered vocational guidance, and interviews are arranged with prospective employers. Throughout the academic year, and especially during February and March, employment officers of corporations, government agencies, and service organizations come to the Haverford campus for interviews with undergraduates and alumni.

CURRICULUM

Haverford is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and to understand, to make sound and thoughtful judgments. The requirements for the degree encourage the exercise of these skills in each of the broad fields of human knowledge, and a fuller development of them in a single field of concentration.

Bachelor's Degree

To graduate from Haverford College a student must complete successfully the equivalent of four years of academic work, at least 36 semester courses, and eight terms of non-academic work in physical education or the Arts and Service Program. Credit for a year of academic work is given to a student who has passed at least eight semester courses with an average of at least 60 for the freshman year, 65 for the sophomore year, and 70 for the junior and senior years. The Academic Flexibility Program described below suggests some ways in which the program may be adapted to meet the needs of individual students.

Among the 36 courses taken for the degree, a student must include English 11-12 or its equivalent, the courses required by his major department, and those required under the distribution requirement. To avoid undue specialization, the College requires that at least 21 courses must be passed in departments other than the student's major. In each course which is required for the major program, a student must achieve a minimum grade of 65. He must also include course 100 in his major department during the senior year, at the end of which he must take the comprehensive examination in that department and receive in it a grade of at least 70. The degree conferred upon candidates meeting these requirements is that of Bachelor of Arts, or, for students majoring in the natural sciences, mathematics or engineering who request it, Bachelor of Science.

Course Load

Of the 36 courses required for graduation, 20 are normally completed by the end of the sophomore year. However, on recommendation of the faculty adviser and with the approval of the dean, a student may take as few as 18 courses during the first two years. Within these limits, the 36 courses may be distributed among the normal eight semesters as the student and his adviser see fit — five courses in each of four semesters (usually the first four) and four courses in each of the remaining semesters. Any student is free to take more than 36 courses,

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but to take more than five at one time he must have had an average of 80 or better the preceding semester.

Course Intensification

The College believes that experience in a wide diversity of courses is an essential part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity to work more intensively in a smaller number of subjects. Therefore, with the approval of his adviser, a student may register, with the instructor's permission, for double credit in one course, and in unusual cases, in more than one. In a double credit course the student undertakes an approved program of independent study in conjunction with a regular course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects, and the instructor of the course must be the final judge of whether or not it should be attempted. In unusual cases a student may apply to the Committee on Academic Flexibility for permission to pursue a reduced program without enrolling in a double credit course.

Distribution Requirement

By the end of his sophomore year a student must have passed English 11-12 or its equivalent, and in addition at least two semester courses in each of the three divisions of the College. For the purposes of this requirement courses cross-listed between departments in two divisions will count only in the division in which they are actually taught. Elementary and intermediate language courses may not be counted toward distribution requirements.

The departments of the College are divided into three divisions as follows:

Humanities: Classics, English, French, German, History of Art, Music, Philosophy, Religion, Russian and Spanish.

Natural Sciences: Astronomy, Biology, Chemistry, Mathematics and Physics.

Social Sciences: Economics, History, Political Science, Psychology, Sociology and Anthropology.

Courses taken at other institutions will not normally be accepted as satisfying limited elective requirements. For transfer students, credit toward limited elective requirements for work already done is evaluated by the dean at the time of admission.

Free Electives

A number of courses sufficient to bring the total to at least 36 semester courses shall be chosen by the student in consultation with his faculty adviser, with the understanding that the College reserves the right, through the adviser and the dean, to prevent unreasonable combinations of courses.

Non-Academic Electives

In addition to the thirty-six semester courses of academic work required for a degree, eight terms of non-academic courses are required of each student, of which at least five terms must be in physical education, unless the student is excused on medical grounds. The non-academic program offers courses in three ten-week terms in the fall, winter and spring of the academic year.

Major Concentration

A student may elect to major in any one of the following departments: Astronomy, Biology, Chemistry, Classical Archaeology (Bryn Mawr College), Classics, Economics, Engineering, English, French, Geology (Bryn Mawr College), German, History, History of Art (Bryn Mawr College), Italian (Bryn Mawr College), Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Russian, Sociology and Anthropology (at Bryn Mawr College if emphasis is on Anthropology), Spanish.

Definite requirements are stated under the name of each department on pages 63-140. During the fourth semester of his attendance each student should confer with the major supervisor of the department in which he wishes to major, and apply to him for written approval of a program of courses for the last four semesters. Such a program must provide for the completion, by the end of the senior year, of approximately 12 semester courses, or the equivalent, at least six of which must be in the major department and the others in closely related fields. Should the student's application be rejected by all departments in which he is interested, he should consult the dean. Failure to file with the dean, before the date specified on the college calendar, a copy of his major program signed by his major supervisor, will entail a fine of \$5. Any student who continues delinquent in this matter, unless he is excused by the dean, will be debarred from the final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be promoted.

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A student who applies for permission to become a major in any department may be rejected for *scholastic reasons only*. The College rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses" * of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above, but below 75, the decision will be at the discretion of the major supervisor.

A student who has been formally accepted as a major by any department has the right to remain as a major in that department as long as he is in college. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new major supervisor and the dean.

Each senior must take a special major comprehensive examination (written, oral, or both) during the period scheduled for such examinations. The purpose of this examination is to promote the student's comprehension, integration and application of the knowledge acquired in the field of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70. In case of failure, a candidate may, with the permission of his major supervisor, present himself for re-examination at a date (to be determined by the major supervisor) later than Commencement Day of the current year.

If the re-examination is taken one year later, during the regular period of major examinations, there is no fee. But if the candidate applies for re-examination at an earlier date (involving the preparation of a special examination for one individual), and if the request is granted, the fee is \$25.

As special background for the comprehensive examination a senior shall engage in a period of study, technically called course 100, Senior Departmental Studies, in his department of concentration during the

* "Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

semester preceding that examination. This period of study shall be counted as one of the four courses normally carried by the student during his final semester. Evaluation of the work in course 100 may be included in the grade earned by the student in his comprehensive examination.

In case of failure of the comprehensive examination a student does not necessarily repeat the term work of course 100, but follows the application procedure for re-examination as indicated above. A student may not take more than two re-examinations in the field of his major concentration.

Students taking majors under the supervision of Bryn Mawr College will note that their course 100 may extend over more than one semester; if this is the case, credit for two courses at Haverford will be granted if the work in each semester of this course is satisfactory.

Examinations in courses in the major subject taken in the last semester of the senior year may be omitted at the discretion of the major supervisor.

Courses taken in summer school will not satisfy Haverford course requirements for the major unless prior written approval is granted by the major supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *inter-departmental major*. The program of courses, the nature of the 100 course, and the nature of the comprehensive examination for an inter-departmental major are to be worked out in advance (that is, when the major is selected) by the student, with permission of the dean, in consultation with and subject to the approval of the chairmen of the departments concerned, one of whom will be designated as major supervisor for that student.

In rare cases, and only for high ranking students, a *double major* may be arranged, in which the student takes the complete major in each of two departments. In order to take a double major, a student must receive permission from the dean as well as from the chairman of each of the departments concerned.

Freshman Program

Each freshman, on entering the College, is assigned to a faculty member as adviser. Unless the student or the adviser requests a change, the student keeps the same adviser until he chooses a major near the end of the sophomore year, when the chairman of the major depart-

ment becomes his adviser. Assignment of advisers for incoming students is made by the dean, on the basis of the best evidence available to him. If the student finds another faculty member whom he would prefer to have as adviser, he is urged to inform the dean of this preference, so that, if possible, the change can be made. An important function of the adviser is to help the student select a plan of study, consistent with College requirements, which is suited to his special needs.

The distribution requirements are designed to assure that each student will acquire a minimum breadth of knowledge and interest, and expose himself to areas of knowledge and ways of thinking which may be new to him, and which might change altogether his ideas about desirable areas of specialization. Since it is important that this diversified experience be gained early, the faculty requires that students take English 11-12 or its equivalent, and strongly recommends that the other four courses in each of the first two semesters be in four different departments. Sophomores normally will not be permitted to take more than two courses in the same department in any one semester. The Committee on Academic Flexibility will exercise general supervision over unusual combinations of courses.

The courses open to freshmen are numbered 11 to 20 in the section on Courses of Instruction. If he is qualified, a freshman may be permitted by the department concerned and by the dean to take more advanced courses.

A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

Each freshman's capacity for oral expression is considered early in the academic year, and further training in speech is given to those who need it, as well as to any others who may request it.

Flexibility Program

Since different students have different needs, abilities, and goals, there may be cases where the general regulations prevent a student from making the best use of educational opportunities at Haverford. Provision is therefore made for changing the normal requirements in certain individual cases. Particular emphasis is placed on attempting to take advantage of any advanced work, such as that done under the Advanced Placement Program, which a student may have completed successfully before entering the College.

Power to act on requests for exceptions to any of the academic regulations is in the hands of a standing committee of the faculty, called the Committee on Academic Flexibility, which consists of three faculty members and the dean of the College. Before granting an exception, the committee will secure approval from the student's major supervisor or, if the student is an underclassman, from his adviser and from the chairman of the department in which he proposes to major. Any student who believes that a special course program would promote his best intellectual development, is invited to present a proposal to this group. Students with exceptional abilities or exceptional preparation or both (including especially those students who enter with several credits from the Advanced Placement Program) are encouraged to consider whether a program out of the ordinary may help them to make the most of their opportunities. The College suggests consideration of the following, as examples of special programs which might be followed:

Enrichment and Independent Study: Students with outstanding records who have the approval of the appropriate departmental chairmen and the Committee on Academic Flexibility may depart from the usual course patterns. Three examples follow:

- (a) A student admitted to the *Thesis Program* may enroll in his senior year in as few as three courses, and will complete a thesis based on independent work.
- (b) A student admitted to an *Interdepartmental Program* must first have been accepted as an interdepartmental major (the two departments need not be in the same division). His program, which may include a reduced course load and a thesis, as in (a) above, will also include some advanced independent work relating to both departments.
- (c) A student admitted to a *Concentrated Program* will be permitted more than the usual amount of concentration, taking in each of two or three of his last four semesters, two double credit courses in his major field, or a closely related field.

Students who meet the standards set by departments for *honors*, may be granted departmental or interdepartmental *honors* for these programs.

Graduation in less than eight Haverford semesters: Students with extra credits, gained from the Advanced Placement Program, summer school, or carrying an overload, or from some combination of these,

may be able to finish requirements for the Haverford degree in less than the normal four years. Other students may obtain credit for a year's work under either the Study Abroad or the Junior Year Language programs. Such students, like transfer students, may graduate after fewer than eight semesters at Haverford, but with the usual 36 course credits.

Sufficiently mature students, if they possess outstanding ability or are judged to have legitimate reason for special consideration, may be allowed to graduate without necessarily accumulating all of the credits normally required. The Committee on Academic Flexibility may approve an individual student course program for graduation with fewer than the usual number of courses. Three examples of possible programs are:

- (a) *Graduation after three years:* A student who has done consistently good work and who, by the beginning of his second year at Haverford, has credit for 15 or more courses, may request permission to graduate after only two more years at the College. If such permission is granted, it will be with the proviso that he must maintain a very high level of performance and, to help assure sufficient breadth in his program, he must not only meet the usual limited elective and minimum departmental requirements, but must study for four consecutive semesters some subject (or meaningful combination of subjects) outside of the division in which his major department lies. His continuation in this program is subject to review, before he enters his senior year, by the committee and by his major supervisor.
- (b) *A term away from Haverford:* There may be occasion when a student's needs are best served by studying or serving elsewhere for a time, without gaining formal academic credit, as he would if he were in a program like Study Abroad. A student accepted into the "term away" program must meet all departmental and limited elective requirements, and must successfully complete a total of seven semesters at Haverford and at least one semester elsewhere (or six at Haverford, and two or more elsewhere) engaged in a program (academic, service to others, gainful employment, etc.) approved in advance by the Committee on Academic Flexibility and by his major supervisor, and evaluated by them after completion.
- (c) *Reduced course load:* The 36 course requirement in effect at Haverford helps to assure that diversity which is an important

part of a liberal education. There may, however, be students who could profit by carrying fewer than the normal number of courses each semester. The Committee on Academic Flexibility is authorized to permit some students, where good reason can be shown, to omit one of their courses.

Graduation in more than eight Haverford semesters: Although most students are expected to graduate in four academic years, some, as indicated above, may take less and some may be permitted to take more. The Committee on Academic Flexibility may permit some students to remain at Haverford for a fifth year. Examples would include students with physical handicaps which prevented them from carrying a full load, students who change their goals or who have aspirations (such as a double major) for which more than four years might be required, and students who wish to take, simultaneously with their work at Haverford, part-time work elsewhere (such as journalism, design, etc.) for which *academic* credit at Haverford is not appropriate.

Developmental Reading

A program of developmental reading, under the supervision of the counselors, offers an opportunity for students to improve their reading and study proficiency. Few students, if any, have realized their real potentiality in this field. Through a series of conferences, and possibly some group sessions, methods of developing higher level reading skills are explored and practiced. Any student who is willing to concentrate upon it, while reading for his various subjects, will find that he can increase his speed and comprehension. Also, by giving thought to the different purposes of reading, and practicing methods appropriate to each purpose, he may increase his adaptability, making each type of reading more effective.

Preparation for Professions

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The College does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that the best preparation for graduate work is a liberal education, with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 12 and Biology 21), Chemistry 13, 14 (or 15, 16), 25, 26, and Physics 13, 14.

Students who plan to go to professional schools should seek advice as early as possible from appropriate faculty members as follows: business administration, Mr. Teaf; education, Mr. Lyons; engineering, Mr. Hetzel; international affairs, Mr. Mortimer; law, Mr. Lane; medicine, Mr. Cadbury or Mr. Santer; theology, Mr. Spiegler.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This adviser will be able to guide him in his selection of courses, his choice of major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from the faculty members mentioned above.

Regulations

Conflicting Courses

A student is not allowed to elect conflicting courses, except with the permission of the dean and the two instructors concerned.

Audited Courses

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing, and audited courses are not listed on the transcript.

Course Changes

Courses may be changed during the first week of each new semester. During that time students are free to make changes after consultation with their advisers and the dean.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his adviser and of the dean.

A student who has registered for a fifth course in a semester when he need take only four, may drop that course without penalty at any time before the end of the third week of classes with the approval of his adviser and the Dean.

Lecture and Laboratory Courses

With the approval of the instructor in the course, the student's adviser, and the dean, a student may take for credit either the laboratory work or the class work of a course which normally includes both. The grade received would be recorded on the student's transcript with the notation "Lecture only" or "Laboratory only," as the case might be. The grade received would not be included in the calculation of the student's average.

Such a course would not be included among the 36 courses required for graduation, nor among the 21 courses required outside the student's major department, nor among the courses needed to meet a limited elective requirement.

Evaluation of Academic Performance

The instructor in each course submits at the end of each semester a numerical grade, or in some senior seminars, a written evaluation for each student. A grade of "c.i.p." (course in progress) may be submitted at midyears for senior research courses which run throughout the year, and for certain other courses as agreed on by the instructor and the dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45). Beginning with the class of 1971, numerical grades given during a student's first four semesters will be used for internal College purposes only. The transcript record will indicate what courses a student has taken during his first two years, with a notation if he fails, drops or withdraws from any one of them.

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Should it be necessary to release any of these grades, exceptions will be administered by the dean.

If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "DR" and counts as a 40. If a student is permitted to withdraw from a course for reasons beyond the student's control, such as illness, it is recorded as "W" and is not assigned a numerical grade, nor regarded as a failure.

The Committee on Academic Standing reviews students' records at intervals, and has authority to drop students from college, or to set requirements for additional work in cases of students whose work is unsatisfactory. As a rule, the committee will drop from College freshmen who do not receive the required minimum average of 60, sophomores whose averages are below 65, and juniors and seniors whose averages are below 70. However, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the College may be dropped.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the registrar at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the dean for a special examination. If the request is granted, and the student takes the special examination, the grade in that examination will replace the grade originally received in the mid-year or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

Courses Taken Without Recorded Grade

Juniors and seniors may elect one course each semester outside the division of their major department for which no grade will be recorded on the transcript. A notation will be made, however, if the student fails, drops or is permitted to withdraw from the course.

Courses With Written Evaluation

In certain senior seminars, a department may choose to give a brief written evaluation of a student's performance instead of a numerical

grade. These evaluations will be attached to the transcript record and will serve in place of numerical grades in those courses. Where such evaluation is to be used, this fact will be announced to the students at the time of registration.

Intercollegiate Cooperation

The variety of courses available to Haverford students is greatly increased as a result of a cooperative relationship among Haverford, Bryn Mawr College, Lincoln University, Swarthmore College, and the University of Pennsylvania. Under this arrangement, full-time students of any of these four institutions may, upon presentation of the proper credentials, enroll for courses at another institution of the group without added expense.

Students wishing to take advantage of this arrangement must obtain the permission of the dean. Such permission is seldom granted to freshmen, but is normally granted to others unless the course in question conflicts with required appointments at Haverford. It is not granted if an equivalent course is offered at Haverford; however, if taking the course elsewhere will resolve a serious schedule conflict, the dean, with the consent of the department offering the equivalent course, is empowered to make an exception.

Haverford students taking courses at Swarthmore College or the University of Pennsylvania are expected to make their own arrangements for transportation. Bryn Mawr and Haverford jointly operate a bus which makes regular hourly trips between the two campuses on weekdays.

Study Abroad

Well-qualified students who request it may be granted permission to spend a semester or a year studying in a foreign country. Such permission will require approval of the student's major supervisor and the dean. If the student is not a language major, approval will also be required of the chairman of the department of the language spoken in the country selected. Interested students should consult the dean early in the sophomore year; he will direct them to faculty members best qualified to advise them. Students who may want to take their entire junior year abroad should plan their programs so that all limited elective requirements are completed by the end of the sophomore year. The program of studies abroad must be worked out in advance; if the program is completed successfully, the college will grant credit toward the degree for the work accomplished. Scholarship funds may be transferred for approved study abroad.

Junior Year Language Program

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford—Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his sophomore year in a program of intensive study of the language chosen, and then spends the junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his major at Haverford.

Students interested in this program should confer with the dean in the early spring of the sophomore year. To be nominated by the College, a student must have a good academic record, and must have secured the approval of his major supervisor. Selection from among the nominees is made by Princeton University.

Students who wish to study the less common languages without taking time away from Haverford should consider the offerings in Italian at Bryn Mawr College and in Oriental, Scandinavian, and Slavic languages at the University of Pennsylvania. Arrangements for taking such courses may be made in consultation with the dean.

African Studies

Students wishing to focus their interests on African civilization are encouraged to enroll in courses emphasizing African materials offered by several departments in the humanities and social sciences at the three Quaker colleges and to arrange for regional concentration in fulfilling departmental requirements for majors. In planning their programs students should consult Professor Harvey Glickman, director of African studies, or Professor Wyatt MacGaffey.

Visitors and Lectures

Individual departments of the faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened as a result of a generous bequest from the late William P. Philips. A substantial sum from this bequest is used to bring to Haverford "distinguished scientists and

statesmen," whose visits may last anywhere from a few hours to a full academic year. On pages 21-22 of this catalog is a list of the visitors brought to the campus under this bequest during the academic year 1966-1967. A recent bequest from the late William Gibbons Rhoads and a generous gift from a donor who wishes to remain anonymous enable the college also to bring to the campus distinguished visitors in the humanities.

The Haverford Library Lectures and the Shipley Lectures, both endowed lectureships, provide annual speakers. The endowment for the former, a gift from the estate of Mary Farnum Brown, is available "for an annual course or series of lectures before the senior class of the college, and other students, on the Bible, its history and literature, and as a way may open for it, upon its doctrine and its teaching." The fund for the latter was presented by Samuel R. Shipley, in memory of his father, Thomas Shipley. The income from the Shipley fund is used "for lectures on English literature." At the weekly Collection meetings of the whole College, prominent visitors talk to the student body on subjects of current interest.

The Class of 1898 Lectureship was established by that class in 1948.

Summer Programs

Haverford does not have a regular summer session, but it does act as sponsor for a variety of non-academic as well as educational programs.

In 1967-68 the College offers a co-educational Summer Language Institute, with intensive instruction in German and French. This program is designed for students and teachers who wish to start a new language, and does not carry regular term credit at the College.

Post-Baccalaureate Fellows (page 58) are eligible to participate in this program. Courses are also available for these Fellows in mathematics, biology and English.

In 1967-68 the first Haverford Chamber Music Center is being held at the College, with a string quartet, a concert pianist and American composers in residence. The program offers individual and group instruction in chamber music, its instruments and composition. Four Sunday evening public concerts add performing experience.

POST-BACCALAUREATE FELLOWSHIP PROGRAM

Under this program, established in 1966, fellowships are awarded to young men and women of promise who can profit by studying for a year at a highly demanding liberal arts college after receiving the bachelor's degree and before entering graduate or professional school. It is supported by substantial grants from the Rockefeller Foundation and the Josiah Macy, Jr. Foundation and smaller grants from several other sources. Most of the scholarships have been awarded to graduates of the predominantly Negro colleges of the South.

The program centers at Haverford College, which handles the funds and supplies office space for the director, William E. Cadbury, Jr., who was dean of the College from 1951 until his resignation in January 1966, to accept this position.

For the academic year 1967-68, support is available for approximately 30 students interested in earning a Ph.D. degree and following careers of college or university teaching and research, for 20 students interested in medicine, and for 4 students interested in public affairs. Fellows for this year will study at Bryn Mawr, Haverford, Knox, Oberlin, Pomona and Swarthmore colleges. They will choose their courses from the regular offerings, selecting those they feel will best fill their scholarly needs and interests.

GRADUATE STUDY

The College is empowered to grant degrees of Master of Arts or Master of Science, but very few candidates for these degrees are currently being admitted. The resources of the T. Wistar Brown fund, formerly used to assist such candidates, are currently being used for the support of mature scholars who wish to study in fields which Haverford's position as a Quaker college makes particularly appropriate. Normally such scholars are not candidates for degrees at Haverford.

Inquiries about graduate work at Haverford should be addressed to the director of admissions.

HONORS

Honorable Mention

Honorable mention in a single year course will be awarded at the end of the freshman or sophomore year, or at the end of the junior or senior year in any course outside a student's major field, for acceptable

work in that course and additional work in the total amount of not less than 75 hours. Candidates for *honorable mention* must obtain a minimum average of 85 in the regular work of the year course and may be required to pass an examination on the additional work. Two courses of one semester each in the same department may be construed as a single course.

A student who has received the prescribed grade in the regular work of a course required for *honorable mention*, but who has not done the additional work required in connection with that course, may do so with the consent of the professor in charge during the succeeding year.

Final Honors

Final honors are awarded to students who have undertaken and carried through academic work of high quality. *Final honors* are of two kinds, those awarded by departments and those awarded by the College.

1. A student who is considered to have the requisite ability is invited by his department to become an *honors* candidate as early as possible in the course of his major work. The exact nature of departmental *honors* work and the criteria used in judging it are listed in the departmental statements in this catalog. For *honors* the work in the department must be considerably superior to that required for graduation. The student must demonstrate his competence, insight and commitment to his field of interest.

Individual departments may award *honors* to students whose departmental work has been of high quality and *high honors* to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

2. Students who have been awarded department *honors* may be invited by the Committee on Honors, Fellowships, and Prizes to stand for College honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree the significant relations between the area of his own specialized competence and his College work as a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the committee.

The Committee on Honors, Fellowships, and Prizes will fix the minimum academic standards and procedures acceptable in any year

for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.

Honor Societies

PHI BETA KAPPA.—The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, alumni members, and honorary members, based upon scholarly attainment and distinction, takes place at the end of the academic year. *President*, John F. Gummere '22; *Vice-President*, George H. Nofer, II '49; *Secretary*, Holland Hunter '43; *Treasurer*, John Davison '51.

FOUNDERS CLUB.—The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes. *President and Treasurer*, Stephen R. Miller '49.

*Courses
of
Instruction*



HAVERFORD COLLEGE

The numbering system used in this *Catalog* involves a two-digit number for most semester courses. Courses numbered from 11 through 20, primarily freshman courses, are open to all students unless otherwise restricted; courses numbered from 21 through 30 are open to sophomores, juniors and seniors; courses numbered from 31 through 60 are open to juniors and seniors; courses numbered from 61 through 80 are open only to seniors; courses numbered from 81 through 89 are project courses open to seniors and, in exceptional circumstances, to juniors; in each department the course in preparation for the comprehensive examination is numbered 100.

When two course numbers, followed by a single description, are joined by a hyphen, the course is a year course; a student who takes the first semester of such a course must normally take the second semester. When two course numbers followed by a single description are separated by a comma, the first semester may be taken without the second, though the two are normally taken together as a year course. In either case, the first semester course is prerequisite to the second.

Unless further designated with an *a* (first semester) or a *b* (second semester), courses with uneven numbers are given in the first semester; those with even numbers in the second.

Where a course is listed as a prerequisite for another course, a grade of 65 or better will be required in the prerequisite course, unless otherwise specified; in exceptional circumstances, however, the instructor may waive this requirement at his discretion.

The College does not assign a specific number of credit hours to each course. However, for agencies which require that records be submitted in terms of credit hours, the following rules apply: Each semester's work, if completed satisfactorily with a full load of four or five courses, carries 15 semester hours credit. If a course is failed, credit is reduced by one-fourth or one-fifth, depending on whether the student is carrying four or five courses. Three hours is added for each course over five. Each laboratory course, when evaluated separately, is counted as four semester hours.

ASTRONOMY

Professor LOUIS C. GREEN, *Chairman*

The departmental work is designed to give students an understanding of and an interest in the universe in which they live. The relation of astronomy to other fields of learning is kept to the fore.

Major Requirements

Astronomy 11, 12; three courses chosen from Astronomy 41, 42, 44, 45, 46; Astronomy 81 or 82, 100; Mathematics 21; Physics 18. Three written comprehensive examinations of three hours each.

Requirements for Honors

All astronomy majors are regarded as candidates for *honors*. The award of *honors* will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

11, 12 DESCRIPTIVE ASTRONOMY

Mr. Green

Our knowledge of the motions, composition, organization, and evolution of the solar system, stars and galaxies is presented, together with explanations of the methods by which this information is obtained. Prerequisite to Astronomy 12 is Astronomy 11 or consent of the instructor.

41 GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called *Physics 41*)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Physics 18 and Mathematics 13, 14 or 19.

Offered in 1967-68 and alternate years.

42 PLASMA PHYSICS

Mr. Green

The principles of magnetohydrodynamics and plasma physics are developed and applied to such topics as the earth's magnetism and paleomagnetism, the Van Allen belts; the origin and variations of the radio, ultraviolet, and cosmic ray fluxes; the distribution and alignment of the interstellar dust, the presence of synchrotron radiation in cosmic sources, and the magnetic field of the galaxy. Prerequisite: Physics 18.

Offered in 1967-68 and alternate years.

HAVERFORD COLLEGE

44 QUANTUM MECHANICS OF ATOMS AND MOLECULES Mr. Anderson (Also called Chemistry 44)

The structure and spectra of atoms and simple molecules are derived quantum mechanically. A brief demonstration of the use of group theory is included. Considerable time is devoted to the quantum mechanical explanation of the chemical bond, its ionic, covalent, and metallic character, as well as its steric properties. The interpretation of laboratory and astronomical spectra is discussed. Prerequisite: Mathematics 13, 14, Physics 13, 14, and either Chemistry 13, 14 or 15, or consent of the instructor.

In 1967-68, offered at Bryn Mawr as Chemistry 303b.

45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS Mr. Green (Also called Physics 45 and Mathematics 45)

The principal ordinary and partial differential equations as well as certain integral equations of astronomy and physics are discussed. Attention is given to the properties and the relations between such special functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric. An introduction to Sturm-Liouville theory is presented. Approximate solutions are sought by perturbational, variational, iterative, and numerical procedures. Examples are chosen from such fields as Hamilton-Jacobi theory as applied to problems of the motion of the satellites, planets, and charged particles in the solar system, quantum mechanics as applied to nuclear, atomic, and molecular structure and certain scattering problems, diffusion problems, aerodynamics, and radiative transfer. Prerequisites: Physics 18 and Mathematics 13, 14 or 19, or consent of the instructor.

Offered in 1968-69 and alternate years.

46 STELLAR EVOLUTION AND THE ORIGIN OF THE ELEMENTS Mr. Green

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered. Prerequisite: Physics 18.

Offered in 1968-69 and alternate years.

81, 82 SPECIAL TOPICS IN ASTROPHYSICS Mr. Green

The content of this course may vary from year to year, but will usually deal with the determination of the abundance of the elements in stellar atmospheres. In this latter case the observational material will be high dispersion spectra obtained at one of the major American observatories. It may be repeated for credit. Prerequisite: considerable maturity in mathematics, physics and astronomy.

100 SENIOR DEPARTMENTAL STUDIES Mr. Green

BIOLOGY

Professor ARIEL G. LOEWY, *Chairman*

Associate Professor MELVIN SANTER

Associate Professor IRVING FINGER

Assistant Professor DIETRICH KESSLER

Assistant Professor EDWARD YAROSH

Assistant GRACE STODDARD

The biology program is designed to give a solid foundation in general biological principles, an insight into recent developments of experimental aspects of the field, and an opportunity for a research experience in the senior year.

Biology 11 and 12 are designed primarily for students not intending to major in biology. The prospective biology major normally takes no biology in his freshman year, but instead prepares himself for work in biology by taking chemistry and perhaps mathematics or physics.

The courses designed for the major program are built up in a series of three stages:

- (1) One full year sophomore course (21-22) which introduces the student to cellular, microbial and developmental biology.
- (2) Four advanced courses (31, 32, 33, 34) to be taken at the junior or senior level, designed to create sufficient competence for research in the senior year.
- (3) One Senior Research Tutorial taken for single or double credit (chosen from 61-62, 63-64, 65-66, 67-68) involving reading of current literature, laboratory research, student lectures and seminars, and a senior thesis. The topics of these research tutorials lie in the areas of principal interest of the instructors. Senior Research Tutorials may be started with the consent of the instructor during the junior year. Students have the opportunity to apply for a summer research stipend which enables them to begin their research in the summer following their sophomore and junior years. Qualified chemistry or physics majors may be admitted to the Senior Research Tutorials with consent of the instructor.

Major Requirements

Biology 21-22; Biology 31, 32, 33, 34; one year-sequence of biology courses in the 60'S; Biology 100; Chemistry 13, 14 or Chemistry 15; Chemistry 25, 26. Where prerequisites are required for these courses, the student must achieve a grade of at least 70 unless otherwise stated, or receive the consent of the instructor to apply them as prerequisites.

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A student who prefers to emphasize a more thorough preparation in the physical sciences has the option of replacing Biology 33 and 34 with two semester courses in chemistry, physics, or mathematics upon consultation with his major adviser.

The department strongly recommends the following additional courses since they provide a minimum theoretical background for advanced work in biology: Mathematics 13, 14, or 19, 20; Physics 13, 14, or 18, 23; Chemistry 16, 21, 22.

Requirements for Honors

Since all biology majors participate in the departmental senior research program, they are all candidates for departmental *honors*. These are awarded upon consideration of the following criteria of achievement: (a) grade average in courses, (b) senior research and thesis, (c) performance in Biology 100.

11 HEREDITY AND MOLECULAR BIOLOGY

Mr. Yarosh

Three hours; three lectures or two lectures and one discussion section.

A study of the mechanism responsible for biological inheritance. Lectures will emphasize key experiments in the development of modern genetic theory as well as the theory itself. This course is intended for the general student and assumes no previous knowledge of science.

12 BIOLOGICAL PROBLEMS FROM MICROBES TO MAN

Messrs. Finger, Kessler, Loewy, and Santer

Three hours; two lectures and one discussion section each week

This course will consider four separate topics, both for their intrinsic interest as well as for their ability to illustrate aspects of the scientific method. The following topics will be discussed: (a) the physical basis of inheritance (genes and chromosomes) and the changes in living things that have occurred throughout time (evolution); (b) how studies with microorganisms have contributed to our understanding of some important biological principles; (c) studies of living systems which shed light on problems of development and behavior; (d) the origin of man and his development through pre-history.

21-22 CELL STRUCTURE AND FUNCTION

Messrs. Finger, Kessler, Loewy, and Santer

Four hours; three lectures and one laboratory period each week

An introductory course in cell biology which combines the areas of cytology, biochemistry, biophysics, genetics, microbiology and some developmental biology. The purpose of this course is to integrate these diverse approaches into a unified view of cell structure and function. This is a sophomore course, although freshmen with adequate preparation in chemistry can qualify with permission of the instructor. Students who wish to postpone the course to the junior year should obtain permission of the instructor at the end of their freshman year. Prerequisite: Chemistry 13, 14 or 15, or consent of the instructor.

31 CELL BIOLOGY I: STRUCTURE AND FUNCTION OF PROTEINS AND NUCLEIC ACIDS Mr. Loewy

Four hours; three lectures and one laboratory period each week

A study of the structure and properties of proteins and nucleic acids. Emphasis is placed on physical-chemical and organic-chemical approaches to the study of biological macromolecules. Prerequisite: Biology 21-22; Chemistry 25 should be taken previously or concurrently.

32 CELL BIOLOGY II: METABOLIC BIOCHEMISTRY AND BIOSYNTHESIS OF MACROMOLECULES Mr. Santer

Four hours; three lectures and one laboratory period each week

A study of the various pathways of carbohydrate metabolism and of metabolic processes leading to ATP synthesis. The biosynthesis of amino acids and nucleotides, DNA, RNA and proteins and the biochemical evidence for the regulatory mechanisms which govern the production of macromolecules. Prerequisite: Biology 31 or consent of the instructor.

33 CELL BIOLOGY III: CYTOLOGY AND DIFFERENTIATION Mr. Kessler

Four hours; three lectures and one laboratory period each week

A study of intracellular structure and function emphasizing morphological and biochemical methods. Pertinent problems in cell differentiation are considered. Seminars are organized around discussions of original journal articles. Laboratory projects provide an introduction to cytochemistry with the light and electron microscopes. Prerequisite: Biology 21.

34 CELL BIOLOGY IV: HEREDITY AND REGULATION Mr. Finger

Four hours; three lectures and one laboratory period each week

The topics to be emphasized are the structure and mutability of genes, transmission and storage of genetic information, and the transcription of this information into specific macromolecules. Cytoplasmic control of gene expression and other mechanisms for the regulation of gene activity also will be discussed. Prerequisite: Biology 21-22, or consent of the instructor.

35 READING COURSE IN EVOLUTIONARY THEORY Mr. Finger

The purpose of this course is to enable the student to acquaint himself with evolutionary theory, both current and past, by reading advanced textbooks, reviews and scientific journals. Prerequisite: Biology 12 or 21-22, and consent of the instructor.

61-62 SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS Mr. Loewy

Student research on the molecular basis of structure formation. Laboratory work is supplemented with readings related to the area of investigation and with the presentation of discussions by students. Prerequisite: Biology 31 or consent of the instructor.

HAVERFORD COLLEGE

63-64 SENIOR RESEARCH TUTORIAL IN CELL BIOCHEMISTRY

Mr. Santer

Student research on the chemical composition and hereditary control of cytoplasmic particles involved in protein synthesis. Laboratory work is supplemented with readings from the current literature and seminars by students on material related to the research. Prerequisite: Biology 31 or 32 or consent of the instructor.

65-66 SENIOR RESEARCH TUTORIAL IN PHYSIOLOGICAL GENETICS

Mr. Finger

The major problem to be studied is the regulation of gene activity. Prerequisite: Consent of the instructor.

67-68 SENIOR RESEARCH TUTORIAL IN EXPERIMENTAL CYTOLOGY

Mr. Kessler

Research on changes in cellular structure correlated with functional changes, particularly with nucleic acid synthesis in the nucleus using electron microscopy and autoradiography. Student discussions based on reading and research are encouraged. Prerequisite: Biology 33 or consent of the instructor.

81, 82 PROJECTS IN BIOLOGY

Staff

Prerequisite: Consent of the instructor.

100 SENIOR DEPARTMENTAL STUDIES

Staff

A senior seminar which meets one evening each week consisting of:

- (a) Presentation for discussion of research plans and research results by students and faculty.
- (b) Participation in the department's Philips visitors program.
- (c) Presentation by students of "Comprehensive Papers" on contemporary developments in experimental biology providing an opportunity for library research and for the writing of a paper.
- (d) A written, open-book "Comprehensive Examination" testing the student's ability to synthesize and analyze the material in the course work.

CHEMISTRY

Associate Professor HARMON C. DUNATHAN, *Chairman*

Professor ROBERT L. WALTER

Associate Professor JOHN P. CHESICK

Associate Professor COLIN F. MACKEY

Assistant Professor ROBERT M. GAVIN, JR.

Sloan Assistant Professor JEAN B. KIM

The program in chemistry is designed to develop familiarity with that science as an intellectual discipline. This approach both serves

the function of contributing to the liberal education of non-professionals, and provides a sound basis for professional work in chemistry and related sciences. The courses are planned as a sequence which each student is encouraged to enter at as advanced a level and to complete as rapidly as his background and abilities will permit. Able students then have available a substantial block of time in the senior year for serious pursuit of a laboratory research problem, and for independent correlation and extension of the material presented in the individual courses.

A major in chemistry who plans to undertake graduate study in that or a related field should include in his program courses 34, 53, and two additional courses in either chemistry or physics, together with German 13, 14. This program provides a level of training equivalent to that recommended by the American Chemical Society. For the courses in chemistry required for premedical preparation, see page 52.

A grade of 3 or better on the CEEB Advanced Placement examination in chemistry will assure placement in Chemistry 15. A grade of 5 or 4 will usually qualify an entering student for placement in Chemistry 25 or Chemistry 16. The school course records and recommendations are the deciding factors in the cases of grades of 4. For students who have not taken the CEEB Advanced Placement examination, the assignment to Chemistry 15 or 13 will be based on school records and a placement test given at Haverford during freshman orientation week.

Major Requirements

Chemistry 13, 14 (or 15), 16, 21, 22, 25, 26, 51, 100, and one additional course in chemistry; Mathematics 13, 14 (or 19), and Physics 13, 14 (or Physics 18 and 23).

A student interested in an area of chemistry related to another discipline may, in consultation with the department, work out a major program which substitutes upper level courses in other departments for selected required chemistry courses.

A student must earn a grade of at least 70 in those courses listed as prerequisite to an advanced course in order to qualify for admission to the advanced course.

Requirements for Honors

Students who are considered qualified will be invited to become candidates for departmental *final honors* during the second semester of the junior year. *Honors* candidates will be expected to complete a senior laboratory research problem at a level superior both in quality and quantity of effort to that expected in normal course work. The award of *final honors* by the department will be based upon superior performance in the research problem, in major courses, and in the senior comprehensive examinations.

HAVERFORD COLLEGE

13 PRINCIPLES OF CHEMISTRY

Mr. Walter and staff

Four hours; three lectures and one laboratory period each week

A study of stoichiometry, atomic structure and the periodic table, energy changes in chemical processes, and equilibrium systems. Illustrations are taken from each of the traditional branches of chemistry.

14 STRUCTURE AND BONDING IN CHEMISTRY

Mr. Walter and staff

Four hours; three lectures and one laboratory period each week

A study of the concepts of structure, isomerism, and functional group, the properties of covalent bonds and of covalent molecules, and the factors which influence the rates of reactions. Prerequisite: Chemistry 13.

15 PRINCIPLES, STRUCTURE, AND BONDING

Mr. Gavin

Four hours; three lectures and one laboratory period each week

A rapid survey of the topics covered in Chemistry 13, 14. Admission will be based upon the student's preparation and past performance in chemistry (see the statement above). May not be taken for credit after Chemistry 13, 14.

16 THE PHYSICAL CHEMISTRY OF EQUILIBRIUM SYSTEMS

Mr. Gavin

Four hours; three lectures and one laboratory period each week

A study of thermochemistry, chemical equilibrium, and the first two laws of thermodynamics. Laboratory exercises will consist of the quantitative study of various equilibrium systems. Prerequisite: Chemistry 14 or 15; Mathematics 13, 14 (may be taken concurrently); or Mathematics 19.

21 THE PHYSICAL CHEMISTRY OF REACTING SYSTEMS

Mr. Chesick

Four hours; three lectures and one laboratory period each week

A study of electrochemistry, colligative and transport properties of solutions, the phase rule and phase equilibria, reaction rates and chemical kinetics, surface and polymer chemistry. Laboratory exercises will consist of the quantitative study of systems related to the lecture topics. Prerequisite: Chemistry 16.

22 INTRODUCTION TO WAVE AND STATISTICAL MECHANICS

Mr. Chesick

The Boltzman distribution law, kinetic theory of gases, and elementary topics from statistical thermodynamics and quantum mechanics. Prerequisite: Chemistry 16 and Physics 14 (may be taken concurrently) or Physics 18. Chemistry majors with a strong interest in chemical physics may substitute Chemistry 303b and Chemistry 304a at Bryn Mawr College or appropriate courses in physics.

CHEMISTRY

25, 26 ORGANIC CHEMISTRY

Mr. Dunathan

Four hours; three lectures and one laboratory period each week

A survey of the chemistry of the functional groups common in organic compounds, and of the elementary theoretical basis of organic chemistry. Prerequisite: A grade of 70 or higher in Chemistry 14 or 15.

34 ADVANCED PHYSICAL AND INSTRUMENTAL METHODS LABORATORY

One lecture and two laboratory periods each week

Mr. Gavin

Laboratory study of the applications of spectroscopic, x-ray, and other methods to the determination of molecular structure, and of the reactive and non-reactive interactions of molecules and ions. Prerequisite: Chemistry 21, 22 (may be taken concurrently).

44 QUANTUM MECHANICS OF ATOMS AND MOLECULES

(See Astronomy 44)

51 INORGANIC CHEMISTRY

Mr. Chesick

Four hours, two lectures and two laboratory periods each week

Lectures on theoretical and systematic descriptive inorganic chemistry. Laboratory problems in qualitative inorganic analysis and inorganic preparations in aqueous and non-aqueous systems. Prerequisite: Chemistry 22, or permission of the instructor.

53 QUALITATIVE ORGANIC ANALYSIS

Mr. Walter

Four hours, two lectures and two laboratory periods each week

The identification of organic compounds, with major emphasis on degradative and spectroscopic methods as applied to structure determinations. Prerequisite: Chemistry 26.

54 ADVANCED ORGANIC CHEMISTRY

Mr. Dunathan

Selected topics from the fields of stereochemistry and organic reaction mechanisms. Prerequisite: Chemistry 26.

Offered in 1968-69 and alternate years.

56 BIOCHEMICAL MECHANISMS

Mr. Dunathan

The organic chemistry of proteins, polypeptides, and polynucleotides. The theory and mechanism of enzyme action. Selected biological problems of chemical interest. Prerequisite: Chemistry 26.

Offered in 1967-68 and alternate years.

HAVERFORD COLLEGE

61, 62 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY

Messrs. Gavin and Chesick

Directed research in problem of molecular structure determination, hot atom chemistry, gas phase reaction kinetics and photochemistry, or one of a selected group of topics in inorganic chemistry.

63, 64 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY

Messrs. Walter and Dunathan

Directed research in areas of physical-organic chemistry and biochemistry. Topics include the synthesis of stable free radicals and the theoretical interpretation of their chemical and spectroscopic properties, a study of the mechanism of action of enzymes utilizing pyridoxal phosphate as a cofactor.

Students taking research tutorials will generally register for 61 or 63 as a double course in the first term followed by 62 or 64 as a single course in the second term. Laboratory work extending through two semesters is usually expected of a candidate for departmental final honors. A final paper and oral presentation of the work will be expected.

100 SENIOR SEMINAR AND COMPREHENSIVE EXAMINATION

Chemistry 100 will be conducted as a seminar devoted to the review and application of the fundamental principles of the discipline. The emphasis will be on appropriate topics of current research interest suggested by the lectures of Philips visitors, selected colloquia and professional society speakers, and faculty research. Active student participation will be encouraged by discussion of current student research and related literature surveys. It is expected that the work of the semester course unit of Chemistry 100 will be distributed throughout the school year to take advantage of guest lecturers. The principles and applications will be covered by a final comprehensive examination to be given in May.

Students should register for Chemistry 100 in both the fall and spring terms, since the work of the course will be distributed through two semesters. Course credit is given, however, only for second semester.

CLASSICS

Professor HOWARD COMFORT, *Chairman*

Assistant Professor DANIEL J. GILLIS

Assistant Professor EDWARD M. MICHAEL

Visiting Lecturer GRACE SIMPSON

Visiting Instructor S. FREDERIC JOHANSON

The Classics Department offers instruction in the language, literature, and civilization of the Greek and Roman peoples. Principal emphasis is laid upon meeting the Greek and Roman legacy through the medium of the original languages, but courses in Classical Civilization offer opportunities to study ancient history and literature in English translation.

Two major programs offer students an opportunity either to specialize in the ancient world or to follow the Classical Tradition into its modern manifestations.

Major Requirements

Two major programs are available in this department:

A. Classics Major: twelve semester courses divided between Greek and Latin, of which two must be either Classics 31, 32 or 33, 34 or 81, 82; Classics 100; a written examination in translation from Greek and Latin, to be taken at a time set by the department, ordinarily not later than the second week of the second semester of the senior year. If a candidate fails this examination the department will decide when he may repeat it.

B. Classics and the Classical Tradition Major: a specific program, to be approved by the department, involving at least one ancient language and one modern field of study, and a substantial paper; eight semester courses in Greek or Latin; four semester courses in the related field in other departments; Classics 100; a written examination in translation from Greek or Latin. If a candidate fails this examination the department will decide when he may repeat it.

Requirements for Honors

A. Classics Major: an average of 85 or better in classics courses during the junior and senior years; a grade of 85 or better in the translation examinations; either a substantial paper written during the senior year and due on or before May 1 on a topic approved by the department, or the completion of 300 pages of reading in Greek and Latin during the junior and senior years in addition to normal course assignments, the material to be chosen in consultation with the department; a one hour oral examination on honors and course work.

B. Requirements for *honors* in Classics and the Classical Tradition are the same as for *honors* in Classics except that courses in the related field outside the department are to be counted in computing the grade average; the student will not have the option of substituting reading in Latin and Greek for the paper, which may be an extension of the paper required for the Major; the oral examination will cover both ancient and modern parts of the candidate's special field.

Courses in Greek Language and Literature

11-12 ELEMENTARY GREEK

Mr. Michael

Intensive study of the elements of the language followed by reading of the *Ion* of Plato, the *Alkestis* of Euripides, and a dialogue of Lucian.

21 INTRODUCTION TO GREEK LITERATURE

Mr. Johanson

Readings in Homer's *Iliad* and *Odyssey*, with lectures and reports on the Homeric world. Prerequisite: Classics 11-12 or the equivalent.

HAVERFORD COLLEGE

22 INTRODUCTION TO GREEK LITERATURE

Mr. Michael

Reading of Greek lyric poetry, with special emphasis on the techniques of literary criticism; collateral reading of other types of Greek poetry. Prerequisite: Classics 21 or permission of the instructor.

31 GREEK LITERATURE OF THE FIFTH CENTURY: POETRY

Mr. Michael

Reading of two or three of the tragedies of Sophocles, plus critical study of his other plays in English translation. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1968-69 and alternate years.

32 GREEK LITERATURE IN THE FIFTH CENTURY: PROSE

Mr. Gillis

Readings in the *Histories* of Herodotus and Thucydides, with special attention to literary aspects of the works. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1968-69 and alternate years.

33, 34 GREEK LITERATURE IN THE FOURTH CENTURY AND LATER

Mr. Michael

Study of Demosthenes, Aristotle, and other authors as dictated by the needs of the students enrolled. Students majoring in Classics will be afforded opportunities to practice Greek composition. May be repeated for credit with change of content. Prerequisite: Classics 21 or 22 or the equivalent. Classics 34 may be taken without 33.

Offered in 1967-68 and alternate years.

Courses in Latin Language and Literature

13-14 ELEMENTARY LATIN

Mr. Comfort

Basic instruction in Latin declension and conjugation; then Cicero's *In Catilinam I*, nearly all the poems of Catullus, and selected Letters of Pliny.

Offered on sufficient demand.

15 LATIN LITERATURE I: PROSE

Mr. Comfort

Review of grammar and vocabulary; reading of five or six major orations of Cicero. Prerequisite: Classics 13-14 or two or three years of preparatory Latin.

16 LATIN LITERATURE I: POETRY

Mr. Comfort

Vergil's *Aeneid* I, IV, VI and selections. Prerequisite: Classics 13-14 and 15 or 17 or the equivalent at the discretion of the instructor.

CLASSICS

- 17 **LATIN LITERATURE II** Mr. Comfort
 Reading of two plays of Plautus and two of Terence as examples of the Roman comic spirit, with special emphasis on the *vis comica* and theatricality of the plays. Prerequisite: Classics 15, 16 or four years of preparatory Latin.
- 18 **LATIN LITERATURE II** Mr. Comfort
 Reading of the poems of Catullus and selected poems of Horace.
- 23, 24 **LATIN LITERATURE III** Mr. Comfort and Miss Simpson
 Systematic study of one or more aspects of Latin literature and Roman life. Prerequisites at the discretion of the instructor. These courses may be repeated for credit with change of content. Classics 24 may be taken without 23.
- 81, 82 **PROJECTS IN CLASSICS** Mr. Michael
 Prerequisites at the discretion of the instructor.

Courses in Classical Civilization not Requiring the Use of Greek or Latin

- 19, 20 **CLASSICAL CIVILIZATION: HISTORY AND LITERATURE**
 Messrs. Gillis, Johanson, and Miss Simpson
(Also called History 19, 20) Two lectures and one seminar meeting weekly
 Study of the significant events and trends of ancient history and of the chief works of Greek and Latin literature in English translation. Classics 20 may be taken without 19.
- 29 **SEMINAR IN GREEK CIVILIZATION** Mr. Johanson
(Also called History 29)
 Reading in translation of extensive portions of Greek literature, together with a study of the history of the age, within the framework of a designated topic of importance; special emphasis on the major conceptions of Greek historiography. Seminar papers and reports will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content. Topic for 1967-68: Alexander and the Hellenistic Age.
Offered in 1967-68 and alternate years.
- 30 **SEMINAR IN ROMAN CIVILIZATION** Miss Simpson
(Also called History 30)
 Reading in translation of extensive portions of Latin literature, together with a study of the history of the age, within the framework of a designated topic of importance; special emphasis on the major conceptions of Roman historiography. Seminar papers and reports will offer opportunities to individual students to emphasize either literature or history. May be repeated for credit with change of content. Topic for 1967-68: The Prehistoric and Roman Periods of Britain and Western Europe.
Offered in 1967-68 and alternate years.
- 100 **SENIOR DEPARTMENTAL STUDIES** Staff

ECONOMICS

Professor HOLLAND HUNTER, *Chairman*

Professor HOWARD M. TEAF, JR.

Professor PHILIP W. BELL

On joint appointment with Bryn Mawr

Assistant Professor GEORGE I. TREYZ

At Bryn Mawr

Professor MORTON S. BARATZ, *Chairman*

Professor JOSHUA C. HUBBARD

Assistant Professor RICHARD B. DU BOFF

The work in economics provides a basis for understanding and evaluating the operation of the American economy and other types of economy. Concepts and analytic methods are presented as aids in formation of intelligent policy judgments. The introductory courses, Economics 11 and 12, are designed to give the kind of informed perspective on economic performance standards that should be part of a liberal education. The group of intermediate courses offers a fuller range of material on major topics in the field, designed to be useful in relation to a wide variety of student interests. The group of advanced courses supplies a theoretical and methodological foundation for those who expect to make use of economics in their professional careers. In all courses students are exposed to the data and primary source material that underlie sound economic analysis, and are encouraged to apply oral, written, and computer methods in analyzing this evidence.

The senior major's research project in Economics 61 may, under appropriate circumstances, be carried as a double course or be extended into the spring semester under Economics 82.

Men expecting to major in economics are advised to take Economics 11, 12 in their freshman year.

Major Requirements

Economics 11, 12; four semester courses from the 20-30 series; four semester courses from the 40 series; 61 and 100; and three other approved courses in the social sciences or mathematics. The comprehensive examination involves a written examination, a short research memorandum, and a brief oral examination.

Requirements for Honors

Plans for *honors* work will usually be laid during a student's junior year. An *honors* project will involve a paper of high quality, usually begun in Economics 61, together with an oral examination by the department and an outsider examiner.

- 11 INTRODUCTION TO ECONOMICS Messrs. Bell, Hunter, Teaf, and Treyz
 Study of the institutions and principles of the American economy, with stress on the forces promoting stable growth with minimum inflation and unemployment. Diverse readings, class discussion, short paper.

- 12 INTRODUCTION TO ECONOMICS Messrs. Bell, Hunter, and Teaf
 Analysis of the relationships that determine individual incomes and prices, the issues that arise in international economic affairs, and the problems that face poor countries. Diverse readings, class discussion, short paper.
 (Economics 11 and 12 together present the basic concepts and evidence required for an understanding of current economic problems. Normally Economics 11 should be taken before Economics 12.)

- 21 AMERICAN ECONOMIC DEVELOPMENT Mr. Du Boff
 Long-term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; and shorter-term variations in business activity and capital investment. Quantitative findings provide the points of departure. Prerequisite: Economics 11, 12.

- 22 NON-WESTERN ECONOMIC DEVELOPMENT Mr. Baratz
 An introduction to the institutional settings and economic patterns that account for underdevelopment in poor countries, and a review of efforts to overcome barriers to rapid development. Case studies of selected countries in Latin America, Africa, or Asia. Prerequisite: Economics 11, 12.

- 23 MONEY AND BANKING Mr. Hubbard
 The development and present organization of the money and banking system of the United States; domestic and international problems of monetary theory and policy. Prerequisite: Economics 11, 12.

- 24 PUBLIC FINANCE AND FISCAL POLICY Mr. Hubbard
 A study of local, state, and Federal revenues and expenditures with particular emphasis on the Federal budget; fiscal policy as a positive means of shaping public taxation and expenditure so as to contribute to a stable, full-employment economy. Prerequisite: Economics 11, 12.

- 25 PRIVATE ENTERPRISE AND PUBLIC POLICY Mr. Baratz
 A theoretical and empirical analysis of the structure of industrial markets and the behavior of business firms in a competitive economy; legal restrictions on business policy; social and political implications of public regulation of private enterprises. Prerequisite: Economics 11, 12.

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- 26 **INTERNATIONAL ECONOMIC THEORY AND POLICY** Mr. Bell
The theory and practice of international trade. The balance of payments, and the theory of disturbances and adjustment in the international economy. Economic integration. Relationships between rich and poor countries, and the impact of growth and development on the world economy. Prerequisite: Economics 11, 12.
- 32 **THE SOVIET SYSTEM** Mr. Hunter
(Also called *Political Science 32.*)
An analysis of the structure and functioning of major Soviet economic, political, and social institutions. Current arrangements are studied as products of historical development. Present performance and prospects are evaluated. Prerequisite: Two semester courses of economics, political science, or history.
- 35b **WESTERN EUROPEAN ECONOMIC DEVELOPMENT** Mr. Du Boff
Selected topics in the economic history of Britain, France, Germany, and Italy since 1760 are examined, both theoretically and empirically. Representative topics may include the "industrial revolution," technological change, demographic trends, the growth of international trade and finance, the impacts of the world wars, and the effects of national economic policies. Prerequisite: Economics 11, 12.
Offered in 1968-69 and alternate years.
- 36 **COMPARATIVE ECONOMIC SYSTEMS** Mr. Du Boff
An analysis of capitalist, socialist, and Marxist-Leninist theories and their relevance to modern economic development. Special attention is paid to twentieth century institutions in Western Europe and the United States. Some major issues regarding the changing American economy will be discussed. Prerequisite: Economics 11 or 12.
Offered in 1967-68 and alternate years.
- 37 **TECHNOLOGY, WORK, AND LEISURE** Mr. Teaf
Study of the social and personal problems arising out of rapid technological change and its effect on the labor force. Responses of unions, employers, and public authorities. Arrangements for minimizing insecurity and conflict. Prerequisite: Economics 11, 12, or two courses in sociology.
- 38 **THE MODERN CORPORATION** Mr. Teaf
An analysis of the institutional fundamentals underlying corporate decision-making, and a review of ethical issues surrounding corporate performance in contemporary society. Prerequisite: Economics 11, 12.
- 39 **LATIN AMERICAN ECONOMIES AND POLITIES**
(Also called *Political Science 39.*) Mrs. Marshall and Mr. Baratz
Detailed study of certain basic political and economic problems in Latin America. Open to students who have had at least one year of political science and one year of economics. Preference is given to those who have a reading knowledge of Spanish.
Offered in 1967-68 and alternate years.
Offered at Bryn Mawr as Interdepartmental 305a.

41 CORPORATE AND NATIONAL ACCOUNTING Mr. Teaf

A study of the fundamentals of corporate accounting and their extension to the national accounts. Emphasis is placed on the derivation of the major reports of businesses and of the national economy. Prerequisite: Economics 11, 12. Open to sophomores, juniors, and seniors.

43 STATISTICAL METHODS IN ECONOMICS Mr. Treyz

An introduction to the concepts and procedures that underlie the quantitative analysis of economic and other social data. Frequency distributions, probability and sampling, time series, index numbers, regression analysis, computer programming. Prerequisite: Economics 11, 12. Open to sophomores, juniors, and seniors.

44 INTRODUCTION TO ECONOMETRICS Mr. Treyz

Quantitative methods of economic analysis and forecasting are presented in class and then used by students in individual projects. Multiple regression analysis, econometric models, economic forecasting, use of maximization and input-output methods. Prerequisite: Economics 43, Mathematics 18, or permission of the instructor.

45 MACROECONOMIC ANALYSIS Mr. Bell

Rigorous review of the theoretical foundations of income determination, monetary phenomena, and economic fluctuations. Introduction to dynamic processes. Prerequisite: Economics 11, 12.

46 MICROECONOMIC ANALYSIS Mr. Bell

Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, and ideal pricing. Introduction to operations research. Prerequisite: Economics 11, 12.

47 DEVELOPMENT ANALYSIS Mr. Hunter

Theoretical treatment of the structural changes associated with the process of economic development, especially in poor countries, and rigorous analysis of criteria for policy judgments in development programming. Introduction to input-output and linear programming methods. Prerequisite: Economics 11, 12.

61 EMPIRICAL SEMINAR Mr. Teaf

Current problems, selected to accord with student interests, are investigated with the aid of economic theory and quantitative methods. Research paper required. Prerequisite: permission of the instructor.

81, 82 INDIVIDUAL PROJECTS Staff

100 SENIOR DEPARTMENTAL STUDIES Staff

ENGINEERING AND APPLIED SCIENCE

Professor THEODORE B. HETZEL, *Chairman*

Associate Professor THOMAS A. BENHAM

Assistant, NORMAN M. WILSON

The newly revised and expanded program in engineering and applied science is designed to provide a sound preparation for a career in engineering or industry by a combination of basic engineering courses with a broad range of those in the natural sciences, mathematics, social sciences, and humanities.

The creative aspects of engineering are emphasized by involving the student in developing special engineering projects, one at an elementary level in the sophomore year and another at an advanced level in the senior year. These laboratory projects in design and construction will take into account not only the technical but also the scientific and social implications of the project.

The introductory course is divided into two distinct elements. The first semester, planned primarily for engineering majors, concentrates on engineering design. The second semester is an entirely new course developed both for students in engineering and in the social and natural sciences as well. It will center around problems of numerical methods and procedures involving the use of linear algebra, differential and integral calculus, and elementary statistics, making extensive use of the College's IBM 1620 digital computer.

The courses for the engineering major plus the general College requirements in the natural and social sciences and the humanities, together with several free electives, constitute a program such as is sometimes called "General Engineering," or "Engineering Administration." Two alternatives in major requirements provide opportunity for those wishing to concentrate in areas of special interest.

Haverford graduates with a major in engineering who wish to carry on further technical training in engineering are granted advanced standing in undergraduate engineering schools or are admitted to graduate schools. Those engineering majors who seek employment in leading industrial firms have found that their preparation at Haverford has prepared them well for engineering employment and also for future study and training.

Our students profit by the opportunities in the Philadelphia area to visit industrial plants and to attend meetings of technical societies.

Major Requirements

Engineering 11, 12, 21, 23, 24, 26, 31, 32, 41 or 43, 61 or 62, 100; **Mathematics** 13; **Physics** 13; **Economics** 11, 12; and *either* (A) **Chemistry** 13, 14 (or **Chemistry** 15), and two additional courses above the introductory level in engineering, mathematics, chemistry, physics, or astronomy; *or* (B) two additional courses above the introductory level, from engineering, mathematics, physics or astronomy, and two more courses from the social sciences, chosen in consultation with the Engineering Department.

11 INTRODUCTION TO ENGINEERING DESIGN Mr. Hetzel

One class and two laboratory periods a week

This course includes the principles and conventions of engineering graphics, including pictorial drawing and descriptive geometry; the materials and methods of production; the components of machines and their kinematic analysis.

12 NUMERICAL METHODS

The course will emphasize methods which are suitable for high speed electronic computers. Extensive use will be made of the IBM 1620. The following topics will be discussed: systems of linear equations, interpolation polynomials, numerical integration and differentiation, difference methods, ordinary linear differential equations, propagation of errors, and commonly used statistical techniques. Prerequisite: Mathematics 13 (or the equivalent).

21 ANALYTICAL MECHANICS Mr. Hetzel

A study of statics, kinematics, and dynamics. Forces in equilibrium, friction, moments of inertia, plane motion, work and energy, impulse and momentum, mechanical vibrations. Prerequisite: Mathematics 13.

25 MATHEMATICAL METHODS IN ENGINEERING Mr. Benham

Use of such advanced mathematical techniques as infinite series, transforms, Bessel functions, and complex variable. Problems are chosen from various fields of engineering. Prerequisite: Mathematics 13; Physics 13; Engineering 12, or consent of the instructor.

24 ENGINEERING DESIGN Staff

One class and two laboratory periods a week

Each student will undertake a project that synthesizes the creative aspects of technical invention, design, and construction, with social and economic considerations. Prerequisite: Engineering 11 or consent of the instructor.

26 INTRODUCTION TO ELECTRICAL ENGINEERING Mr. Benham

Four hours, including one laboratory period a week

Direct and alternating current circuits and machines; transient phenomena. Engineering 23 recommended.

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31 INTRODUCTION TO ELECTRONICS

Mr. Benham

Four hours, including one laboratory period a week

Electronic devices, magnetic and control circuits, radiation and detection of electromagnetic waves, transmission systems. Prerequisite: Engineering 26.

32 THERMODYNAMICS

Mr. Hetzel

A study of energy, its sources, liberation, transfer, and utilization; gases, vapors, and their mixtures; theoretical and actual thermodynamic cycles for power and refrigeration. Prerequisite: Mathematics 13; Physics 13.

41 MECHANICS OF MATERIALS

Mr. Hetzel

Three classes per week including occasional laboratory periods

A study of the elastic behavior of beams, shafts, columns, vessels, and joints, acted upon by simple and combined stresses. Prerequisite: Engineering 21 or Physics 15.

42 INTERNAL COMBUSTION ENGINES

Mr. Hetzel

The thermodynamics, fluid flow, and performance of internal combustion engines. There will also be consideration of fuels, carburetion and injection, etc. and several laboratory investigations of engine performance. Prerequisite: Engineering 32, or consent of the instructor.

Offered in 1967-68 and alternate years.

43 CIRCUIT THEORY

Mr. Benham

Four hours, including one laboratory period a week

Networks, resonance, integrating and differentiating systems, and filters. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).

Offered in 1968-69 and alternate years.

44 ADVANCED ELECTRONICS

Mr. Benham

Four hours, including one laboratory period a week

Amplifiers, rectifiers, oscillators, pulse height analyzers. Prerequisite: Engineering 43 or Physics 23, 24.

Offered in 1968-69 and alternate years.

45 COMMUNICATION THEORY

Mr. Benham

Review of communication systems; study of the theory and problems associated with noise; introduction to information theory. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).

Offered in 1967-68 and alternate years.

61, 62 PROJECTS

Staff

Engineering majors are required to do at least one semester of individual work in some special field of investigation, such as the engineering of a project with consideration of its technical, industrial, commercial, and sociological aspects.

100 SENIOR DEPARTMENTAL STUDIES

Staff

ENGLISH

Associate Professor ALFRED W. SATTERTHWAITE, *Chairman*

Professor RALPH M. SARGENT

Professor JOHN A. LESTER, JR.

Professor CRAIG R. THOMPSON

Professor JOHN ASHMEAD, JR.

Professor EDGAR SMITH ROSE

Professor FRANK J. QUINN

Assistant Professor JAMES C. RANSOM

Assistant Professor VICKI W. KRAMER

Lecturer RICHARD LUBARSKY

Lecturer NADINE MITCHELL

Lecturer DORIS QUINN

The Department of English aims to make accessible to students their cultural heritage in English and to help them perfect their reading and writing skills. These aims are reciprocal. Only if students read well are they able to possess their heritage; only if they realize through literature the full resources of language will their own writing attain the desired level of effectiveness.

Many students who choose to major in English intend to pursue some aspect of the subject professionally: to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the department provides preliminary education for all these purposes. The study of literature in English is recommended likewise to those students who intend to enter a non-literary profession such as law, government service, the ministry, medicine, or business. The department welcomes such students.

English 11-12 is a required course; it provides tutorial instruction in writing and practice in literary interpretation. Beyond the freshman year the department offers a variety of complementary courses embracing the study of literature in its temporal and cultural setting, movements, figures, genres, literary theory and criticism, and the art of writing.

Major Requirements

Two major programs are available in the Department of English.

A. Major in English Literature: English literature from the Renaissance to the end of the nineteenth century in a six-course sequence: English 23, 24, 33, 34, 43, 44, normally taken in order; three other courses within the department, including one in the 60's; English 100.

A student has the option of taking all six courses of the sequence, or of taking only four or five provided he chooses at least two from English 23, 24, 33 and two from English 34, 43, 44, and provided he assumes responsibility for independent study of the readings in the course or courses not taken. In any case the minimum requirement for the major is ten semester courses.

Two semesters in a classical literature (in Greek, Latin, or English) or in a modern literature (French, German, Spanish, or Russian) may be counted toward the English major.

B. Major in English and American Literature: English Literature from the Renaissance to the end of the eighteenth century in a four-course sequence: English 23, 24, 33, 34, normally taken in order; American literature from colonial times to the end of the nineteenth century: English 35, 36; three other courses within the department, two of these in American literature; English 100. A student has the option of substituting independent study for one of the English courses in the four-year sequence. In any case the minimum requirement is ten semester courses.

Courses in English taken at Bryn Mawr College (under the terms specified on page 55 of this catalog) may count toward the major in either program.

The comprehensive examination will consist of (1) synoptic questions testing the student's grasp of the materials of the six-course sequence in English literature (Program A), or of the combined sequence in English and American literature (Program B), (2) specific questions focused on the student's particular field of interest as approved in advance of the examination by the major adviser, and (3) critical questions on the appreciation, analysis, and interpretation of particular literary works.

Students who plan to proceed to graduate work are reminded that virtually all graduate schools require a reading knowledge of both French and German, and some of the leading ones require a knowledge of Latin, also, for the Ph.D. degree in English.

Requirements for Honors

Students whose work shows superior achievement will be invited to become *honors* candidates at the end of their junior year. Candidates for *honors* must achieve an overall average of 85 or better in English courses (including 100) completed in their junior and senior years.

Each *honors* candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the chairman of the department not later than May 1st of the student's senior year. To be accepted for *honors* this paper must, in the judgment of the English faculty, reveal superior achievement.

ENGLISH

Final honors are awarded on the basis of achievement in courses, an honors project, and the comprehensive examination. *High honors* are granted on the further evidence of distinction in an oral examination.

11-12 READING AND WRITING ON HUMAN VALUES

Messrs. Sargent, Lester, Ashmead, Quinn, Satterthwaite, Rose, Ransom, and Lubarsky. Mmes. Kramer, Mitchell, and Quinn

Chairman: Mr. Lester

Two class meetings and one tutorial meeting weekly.

Readings in the humanities and tutorial instruction in writing.

20 THE ART OF POETRY

Mrs. Kramer

The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth.

21 GENERAL COURSE IN ENGLISH LITERATURE (I)

Mr. Lester

Major figures in English literature from the *Beowulf* poet to Milton (including Shakespeare).

22 GENERAL COURSE IN ENGLISH LITERATURE (II)

Mr. Lester

Major figures in English literature from Swift to Eliot.

23 LITERATURE OF THE ENGLISH RENAISSANCE (I)

Messrs. Sargent and Satterthwaite

A critical study of the poetry, prose, and drama of the Elizabethan age. The first of the period courses designed primarily for students intending to major in English literature.

24 LITERATURE OF THE ENGLISH RENAISSANCE (II)

Messrs. Sargent and Satterthwaite

A critical study of poetry, prose, and drama from the late Elizabethan period through the early Stuart reigns. Prerequisite: English 23 or consent of instructor.

28 LITERATURE AND LINGUISTICS

Mr. Ashmead

(See *General Courses, Linguistics* 28)

30 THE RISE OF THE NOVEL

Mr. Rose

A concentrated study of selected works of fiction from Defoe to Austen, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view.

31 THE DEVELOPMENT OF THE NOVEL

Mr. Lester

Narrative fiction from Austen to Joyce. Prerequisite: English 30 or consent of instructor.

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- 33 THE AGE OF MILTON Mr. Satterthwaite
Selected works by Milton in the context of metaphysical poetry, baroque prose, and Restoration drama. Prerequisite: English 24 or consent of instructor.
- 34 THE NEOCLASSICAL MOVEMENT Mr. Rose
A study of some of the major neoclassical works from Dryden to Johnson, with attention to critical theory, satire, drama, and the periodical essay. Prerequisite: English 33 or consent of instructor.
- 35 AMERICAN LITERATURE TO WHITMAN Mr. Ashmead
Chiefly devoted to Poe, Hawthorne, Melville; Emerson, Thoreau, Whitman.
- 36 AMERICAN LITERATURE FROM WHITMAN TO DREISER Mr. Ashmead
Chiefly devoted to Whitman, Dickinson, Lanier; Twain, Howells, James; Melville, Crane, Dreiser. Prerequisite: English 35 or consent of instructor.
- 39 SHAKESPEARE Mr. Sargent
Extensive reading in Shakespeare's plays. Prerequisite: English 21, 22, or 23, 24 or consent of instructor.
- 40 CREATIVE WRITING Mr. Ashmead
Practice in writing imaginative literature. Chiefly confined to prose fiction. Regular assignments, class discussions, and personal conferences. Prerequisite: junior standing and consent of the instructor.
Not offered in 1967-68.
- 43 THE ROMANTIC PERIOD Mr. Ransom
Critical reading in the imaginative literature of the English romantic movement, including Blake. Prerequisite: English 34 or consent of instructor.
- 44 THE VICTORIAN PERIOD Mr. Lester
Readings in the controversial, critical, and imaginative literature of the period. Prerequisite: English 43 or consent of instructor.
- 45 BRITISH LITERATURE OF THE TWENTIETH CENTURY Mr. Quinn
Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level.
- 46 AMERICAN LITERATURE OF THE TWENTIETH CENTURY Mr. Ransom
Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level.

- 47 LITERARY THEORY AND CRITICISM Mr. Rose
(Also called *Philosophy 47*)

A systematic exploration of various approaches to literature. Readings in aesthetics, criticism, and imaginative literature. Discussions and critical papers. Prerequisite: two literary courses above the freshman level.

- 48 MODERN AMERICAN DRAMA Mr. Ashmead
Modern American drama from O'Neill to the present, together with significant television plays and movies.

- 49-50 EUROPEAN THOUGHT AND LETTERS, 1100-1600 Mr. C. Thompson
(Also called *History 49-50*)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious development of the epoch. The course begins with consideration of medieval universities. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. In addition to the required reading, students are given opportunity to follow some relevant topic of special interest to them.

Offered in 1967-68 and alternate years.

- 61 CHAUCER AND THE CHAUCERIANS Mr. Quinn
A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar. Prerequisite: consent of the instructor. Enrollment limited.

- 62 TOPICS IN SHAKESPEARE Mr. Sargent
Close study of a few plays. Seminar. Prerequisite: English 23, 24, or English 39, or consent of the instructor. Enrollment limited.

- 63 TOPICS IN AMERICAN LITERATURE Mr. Ashmead
1967-68: Mark Twain

- 65 TOPICS IN AMERICAN LITERATURE Mr. Rose
1967-68: T. S. Eliot

- 66 TOPICS IN ENGLISH LITERATURE Mr. Ransom
1967-68: William Blake

- 81, 82 PROJECTS Staff
Project courses consist of individual study and writing under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Candidates for *honors* are expected to undertake, in the last semester of the senior year, a project leading to the honors paper.

HAVERFORD COLLEGE

100 SENIOR DEPARTMENTAL STUDIES

Staff

A required course for majors, English 100 reviews the work of the major program in preparation for the Comprehensive Examination through (1) assignments in literature and in literary history, and (2) regular meetings devoted to the answering of sample questions in oral recitation, with criticism thereof.

FRENCH

(See Romance Languages)

GENERAL COURSES

CREATIVE WRITING 52 PROSE FICTION

Mr. Cook

Practice in the writing of prose fiction; study of narrative techniques, dialogue, organization, styles. Enrollment limited to ten students. Prerequisite: junior standing and consent of the instructor.

HUMANITIES 1-2-3-4 THE WESTERN TRADITION

Messrs. Gillis, Gutwirth, Kosman, and Lane

A double credit course which must be taken as a sequence of four semesters. The first year will be spent on readings in the epic and historical literature, poetry, drama, religion and philosophy of the ancient world. The second year will be devoted to reading major texts from Dante to Freud, with additional exploration of the artistic achievements of the West since the middle ages. Students will write frequent papers and participate in small tutorial groups. Enrollment will be limited to 16 freshmen. Students taking this course will not register for English 11-12.

HUMANITIES 21-22 INTERPRETATION OF LIFE IN WESTERN LITERATURE

Messrs. Butman, Gutwirth, Ransom, and Rose

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method.

GENERAL COURSES

HUMANITIES 45-46 INTERDEPARTMENTAL SEMINAR

Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 12 students. Prerequisite: consent of the instructor.

Not offered in 1967-68.

LINGUISTICS 21, 22 INTRODUCTION TO LINGUISTICS Mrs. Anderson

The first semester deals with anthropological linguistics, the second with historical and descriptive linguistics.

Offered at Bryn Mawr as Interdepartmental 308.

LINGUISTICS 28 LITERATURE AND LINGUISTICS Mr. Ashmead

An exploration, with the aid of visiting linguists, of recent applications of linguistics to the analysis, history and criticism of literature. Among the subjects to be considered are metrics, stylistics, transformational grammars and syntax, dialectics, translation, computational and machine analysis of literary work. Term paper, no examination.

Offered in 1967-68 only.

PHYSICAL SCIENCE 36 HISTORY AND PHILOSOPHY OF SCIENCE

(Also called Philosophy 36)

Mr. Green

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward to the relativity theory, and the history of optics and atomic structure leads to the quantum mechanics. The development of our ideas as to the nature of science is described and the implications of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed. Prerequisite: the consent of the instructor, or a semester of college mathematics.

Not offered in 1967-68.

SOCIAL SCIENCE 38 AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS

Mr. MacGaffey and Visitors

A study of selected problems of society and the individual in contemporary Africa. The approaches of several social science disciplines will be utilized to explore the meaning of "change" and "development." The issues raised by a search for a synthesis of values and policies will be emphasized. Areas covered include: the character of emergent political systems, social restructification, economic development, the re-discovery of African history, artistic and literary expressions. The seminar will be organized around visits by experts in each of the areas covered; additional classes will integrate the materials discussed. Research papers or interpretive essays. Prerequisite: one year of social science and one year of humanities and consent of the instructor.

GERMAN

Associate Professor JOHN R. CARY, *Chairman*

Assistant Professor RICHARD P. JAYNE

Assistant Professor KATRIN T. BEAN

Lecturer MARIA MARSHALL

Lecturer HERTA SPRINGER

German 11-12, 13-14, 15-16, and 21 are primarily language courses. In the literature courses the major German writers are studied both as makers of literary movements and periods, and as innovators or inheritors of influential literary forms. Above all they are read as articulate spokesmen on behalf of Western man's ideas and feelings about himself and his world.

All students offering German for entrance are placed at the level where they can presumably profit best by the course, according to a placement test given by the department.

Opportunity is given to students who complete elementary or intermediate German with distinction to advance rapidly into higher courses by passing a special examination on a prescribed program of collateral reading.

Residence in the German House (Yarnall House) and participation in the German Club afford an opportunity for supplementary oral practice. A language laboratory is available.

Students who might profitably spend their junior year in Germany are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in German are encouraged to spend a summer in Germany or in a German speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

Major Requirements

German 31 and one other period course; German 37 and one other *genre* course; German 43, 44, 100. Supporting courses to be arranged in conference with the major supervisor. A comprehensive examination.

Requirements for Honors

Honors in German will be awarded on the basis of a consistently high performance in the literature courses—at least one of which must be a project course—and a grade of 90 or better in the comprehensive examination. *High honors* will be awarded on the basis of a further oral examination.

GERMAN

1-2 ELEMENTARY AND INTERMEDIATE GERMAN

Mr. Cary

A double-credit course, meeting five times a week, offering a foundation of the language with emphasis on the aural-oral method. Increased importance is given to reading as the course progresses. Satisfies the foreign language requirement. Enrollment limited to 12 students.

Not offered in 1967-68.

11-12 ELEMENTARY GERMAN

Staff

The aural-oral method is emphasized. Reading is stressed increasingly as the course progresses. German 11 meets five times a week with corresponding reduction in outside preparation. This course is not open to freshmen who have had over two years of high school German.

13-14 INTERMEDIATE GERMAN: READING AND AURAL COMPREHENSION

Messrs. Cary, Jayne, and Mrs. Marshall

Emphasis on the acquisition of reading skills and ability to understand spoken German. Works of literary and cultural interest will be read. Prerequisite: German 11-12 or a satisfactory performance on a placement test.

15-16 INTERMEDIATE GERMAN: CONVERSATION, COMPOSITION, AND READING

Mrs. Bean

Especially recommended, in place of German 13-14, for those students who wish to improve their ability to speak and write German. Development of reading ability is also part of the course. Prerequisite: German 11-12 (or a satisfactory performance on a placement test) *and* consent of the instructor.

21 CONVERSATION AND COMPOSITION

Mrs. Bean

Intended for students who desire to strengthen their proficiency in speaking and writing German. Selected works of contemporary prose and poetry are read and discussed in German. Oral reports and compositions. Prerequisite: Permission of the department.

22 READINGS IN GERMAN LITERATURE

Mr. Jayne

Prose and poetry, essay and fiction from various periods. Discussion, reports, papers, lectures in German. Not a survey course. Prerequisite: German 21, or permission of the department.

31 LESSING, GOETHE, SCHILLER

Mr. Cary

Selected major works of these writers. Lectures, discussion, an essay. Prerequisite: German 22 or the equivalent.

Offered in 1967-68 and alternate years.

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- 32 CLASSICS OF THE NINETEENTH CENTURY Mr. Cary
A survey of German literary developments from the death of Goethe to Hauptmann and Nietzsche. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.
Offered in 1968-69 and alternate years.
- 33 MODERN GERMAN LITERATURE Mr. Jayne
A survey of German literary developments from 1870 to the present: Poetry, drama, prose fiction. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.
Offered in 1968-69 and alternate years.
- 35 GERMAN LITERATURE FROM THE BEGINNINGS TO THE BAROQUE Mr. Schweitzer
An intensive survey of the literature of the Middle Ages, Humanism and the Reformation, and representative works of the seventeenth century. The older works will be read in modern German translations. Lectures, discussion, and essay. Prerequisite: Consent of the instructor.
Offered in 1967-68 at Bryn Mawr as German 300a.
- 37 GERMAN LYRIC POETRY Mr. Jayne
Study of the work of various major poets from Goethe to the present. Various critical approaches will be discussed and used. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.
Offered in 1967-68 and alternate years.
- 38 GERMAN DRAMA Mr. Cary
Study of various forms. Emphasis on parallel European and modern developments. Lectures, discussion, essays. Prerequisite: German 22 or the equivalent.
Offered in 1967-68 and alternate years.
- 39 THE GERMAN NOVELLE Mr. Bänziger
Discussion of the evolution of this form, and close analysis of representative works. Prerequisite: Consent of the instructor.
Offered in 1967-68 at Bryn Mawr as German 305a.
- 43 ADVANCED TOPICS IN GERMAN LITERATURE Mr. Cary
1967-68: Thomas Mann. Prerequisite: Consent of the instructor.
- 44 ADVANCED TOPICS IN GERMAN LITERATURE Mr. Cary
1967-68: Kleist and Kafka. Prerequisite: Consent of the instructor.

81, 82 SPECIAL PROJECTS IN GERMAN LITERATURE

Messrs. Cary and Jayne

This course offers the student of German literature an opportunity to probe more deeply and more independently into a problem or an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of each individual student.

100 SENIOR DEPARTMENTAL STUDIES

Conferences on selected writers. Members of the department will share in the conducting of the conferences, which will focus on the works of authors to be included on the comprehensive examination.

HISTORY

Professor WALLACE T. MACCAFFREY, *Chairman*

Professor CRAIG R. THOMPSON

Professor EDWIN B. BRONNER

Associate Professor JOHN P. SPIELMAN, JR.

Assistant Professor ROGER LANE

Assistant Professor LINDA G. GERSTEIN

The courses in history are designed to give some conception of the development of the civilizations which exist in Europe, in the Near East, and in the United States today. Since history is the story of what men have done, it is related to every other field in the curriculum, but the limitation of time forces a selection of those aspects of human activity which can be treated in any course. An attempt is made to give a reasonably rounded view of those developments which are deemed most important in the period under consideration as a background for understanding other subjects in the fields of the humanities and the social sciences. With a variation of emphasis in each course, caused in part by the nature of the growth of civilization in the period and in part by the amount and the kind of historical evidence which has survived, attention is given to such phases of development as the political, constitutional, social, economic, religious, and intellectual. History 11-12 is intended to be an introductory course, and, although it is not a prerequisite for the election of any other course in the department, it is required for those who major in history.

The study of history provides a background against which current problems of internal and external policies may be viewed to advantage. It also helps to develop critical standards for the evaluation of evi-

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dence which can often be applied in forming opinion with regard to the solution of such problems. Finally, it is useful as a foundation for professional studies not only in history but also in such subjects as public administration, journalism, and law.

Major Requirements

History 11-12 (or Humanities 3-4) and four other full year courses (or three full year courses and two half year courses) in history; History 100.

Two full year courses or their equivalent in related departments. At least two semesters of these courses must be in courses numbered 21 or higher.

Majors in history must take at least one year course in each of three of the following fields: 1) Ancient History, 2) Medieval European History, 3) Modern European History, 4) American History. Two comprehensive examinations are given, each three hours in length. The first is uniform for all majors and examines general ability to handle historical material and problems. For the second comprehensive examination each student is required to select a special field (a list of special fields offered is available from the chairman of the department) which will form the subject of that examination; History 100 will be used by the student to prepare for this examination. Students opting for a special field in Modern European or Medieval European history will be expected to have a competence in French or German; those in Classical history a competence in Latin or Greek.

Requirements for Honors

Honors will be granted to those senior majors whose cumulative grade average for all college courses in their fifth, sixth, and seventh semesters is 82 or better; who have an average of 85 or better in all history courses and who earn a comprehensive examination grade of 85 or better. *High honors* may be awarded to students showing unusual distinction in meeting all these criteria.

Cooperation with Bryn Mawr College

The history departments of Haverford College and Bryn Mawr College cooperate in arranging their offerings so as to enrich as much as possible the opportunities open to students in both institutions. Two courses (Haverford 21-22 and 25-26; Bryn Mawr 202 and 225) are offered jointly. These courses are given each year, alternating from one college to the other. Bryn Mawr history courses open to Haverford students are listed on pages 97-98.

11-12 INTRODUCTION TO WESTERN CIVILIZATION

Messrs. MacCaffrey, Lane, Spielman, and Mrs. Gerstein

A study of western European civilization from the fall of Rome to the present. The course will be concerned with the principal institutions and with the major intellectual currents in western European history. Firsthand materials as well as secondary historical accounts will be the basis for conference discussion.

Open to freshmen and sophomores only.

HISTORY

19, 20 CLASSICAL CIVILIZATION: HISTORY AND LITERATURE

(See Classics 19, 20)

Messrs. Gillis, Johanson, and Miss Simpson

21-22 AMERICAN HISTORY

Messrs. Lane and Dudden

American history from colonial times to the present.

Offered in 1967-68 at Bryn Mawr as History 202.

23-24 MEDIEVAL EUROPEAN CIVILIZATION

(Also called Religion 23-24)

Messrs. MacCaffrey and Spiegler

A survey of Western European civilization from the fall of Rome to about 1300, including detailed study of religious thought and institutions as well as major political and economic development. Occasional lectures, extensive reading papers, and discussion, with a final examination.

Offered in 1967-68 and alternate years.

25-26 EUROPE SINCE 1848

Mrs. Gerstein

The main political, social, and cultural development of the European states since the mid-nineteenth century, and their diplomatic relations and imperial expansion. The first semester extends to the First World War.

28 THE IMPRESSIONIST ERA

Mr. Raskin

(See French 24)

29 SEMINAR IN GREEK CIVILIZATION

Mr. Johanson

(See Classics 29)

Offered in 1967-68 and alternate years.

30 SEMINAR IN ROMAN CIVILIZATION

Miss Simpson

(See Classics 30)

Offered in 1967-68 and alternate years.

33-34 BRITISH HISTORY

Mr. MacCaffrey

Selected topics in Britain's development from the twelfth century to the present with an emphasis on constitutional development but with considerable attention to related questions of social and economic change. Lectures, discussion, and papers.

Offered in 1968-69 and alternate years.

36 THE PROTESTANT REFORMATION

Mr. Spiegler

(Also called Religion 36)

Offered in 1968-69 and alternate years.

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40a HISTORY AND PRINCIPLES OF QUAKERISM

Mr. Bronner

(Also called Religion 40a)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of dominant Quaker conceptions are traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

42 TOPICS IN AMERICAN HISTORY

Mr. Lane

Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Permission of the instructor is required. Topic for 1967-68: Reinterpretation in American historical writing.

43-44 HISTORY OF RUSSIA

Mrs. Gerstein

A study of Russian history from Kievan times to the early 1920's. The first semester will deal with the period up to the end of the eighteenth century. Political, social, and economic aspects of Russian development will be included in the course.

Not offered in 1967-68.

45 SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT

(See Religion 45)

Mr. Gager

49-50 EUROPEAN THOUGHT AND LETTERS, 1100-1600

Mr. C. Thompson

(See English 49-50)

Offered in 1967-68 and alternate years.

51 TOPICS IN REGIONAL HISTORY

Mr. Bronner

A study of the institutional and cultural developments of the Delaware Valley beginning with the pre-colonial period. The history of Pennsylvania both as a colony and as a state will be emphasized. Students will prepare research papers based upon the rich manuscript resources available in this region.

Not offered in 1967-68.

55 TOPICS IN MODERN EUROPEAN HISTORY

Mr. Spielman

Seminar meetings and an extensive paper based on reading in source materials and secondary works. May be repeated for credit with change of content. Topic for 1967-68: Germany since 1870. Prerequisite: a reading knowledge of German and permission of the instructor.

56 TOPICS IN MODERN EUROPEAN HISTORY**Mrs. Gerstein**

Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for spring 1967-68: The emergence of the Russian Intelligentsia, 1830-70. Prerequisite: History 11-12 and permission of the instructor.

57 TOPICS IN BRITISH HISTORY**Mr. MacCaffrey**

Class discussion and papers based on reading in the sources and secondary works. May be repeated for credit with change of content. Topic for spring 1967-68: The English Reformation, 1530-60. Prerequisite: History 11-12 and permission of the instructor.

81, 82 PROJECT COURSES IN HISTORY**Staff****100 SENIOR DEPARTMENTAL STUDIES****Staff****Courses Offered at Bryn Mawr****204 EUROPE 1787-1848****Mr. Silvera**

About one half of the first semester is devoted to the French Revolution; the second half to the spread of revolutionary ideas and the idea of nationalism throughout Western Europe during the Napoleonic period, concluding with the Vienna settlement and the Congress system. Semester II surveys European developments, with particular emphasis on political and social history from the age of Metternich. Topics considered include the effects of the Industrial Revolution, the growth of nationalism, varieties of socialism, and the revolutions of 1848.

207 LATIN AMERICA: COLONIES AND REVOLUTIONS**Mrs. Dunn**

In the first semester the conquest of South America, the transplantation and modification of European institutions, the colonial society, economy and culture will be studied; in the second semester the revolutionary movements, and the establishments of new nations.

208 THE BYZANTINE EMPIRE**Mr. Brand**

Political, institutional, and cultural history of the Byzantine (Later Roman) Empire from the reforms of Diocletian and conversion of Constantine to the capture of Constantinople in 1453. Contacts with Arabic, Turkish, Armenian, Slavic and West European peoples will be stressed.

210 TOPICS IN THE HISTORY OF THE NEAR EAST**Mr. Silvera**

A survey of the European impact on the Ottoman Empire and the Arab world in the nineteenth and twentieth centuries. Among the topics to be studied will be the legacy of Islam, the Imperial policies of Great Britain and France, the rise of Arab nationalism.

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305 RENAISSANCE AND REFORMATION

Mr. Airo-Farulla

The course is concerned with European History from the fourteenth to the sixteenth century. The first term deals with the Renaissance, the second with the Reformation. Emphasis will be placed not only on the political and social developments, but also on the intellectual history of the period. Given in alternate years.

306a THE ENLIGHTENMENT

Miss Robbins

The intellectual history of the seventeenth and eighteenth centuries is studied in seminar discussions of selected books illustrating, amongst other things, the scientific revolution, the growth of skepticism, the traveler and the movement of ideas, morality and taste, optimism, the philosophic critics and analysts of government, law and international relations.

HISTORY OF ART

Under the co-operative arrangement between the colleges, Haverford students who wish to major in the history of art, or to take advanced courses in the subject, may do so at Bryn Mawr College. For particulars see the Bryn Mawr undergraduate catalog.

21, 22 INTRODUCTION TO THE HISTORY OF ART

The course is designed as an introduction to the methods and scope of art history in the field of Western art from medieval to modern times. Studio work, two hours weekly, with Mr. Janschka, resident artist at Bryn Mawr College, forms a required part of the course.

Offered at Bryn Mawr as History of Art 101.

MATHEMATICS

Associate Professor DALE H. HUSEMOLLER, *Chairman*

Assistant Professor JOHN A. THORPE

Assistant Professor DAVID P. KRAINES

Instructor HARRY L. ROSENZWEIG

Instructor JOSEPH E. YEAGER

The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical developments; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The following sequences are open to qualified entering students: 13, 14; 13, 16; 13, 18; and 13, 14, 18; and 19, 20. Students will be sectioned according to their previous background. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 19 only upon consent of the department.

The more advanced courses cover work in the fields of analysis, algebra and topology. The student majoring in the department extends his studies into all of these areas.

A program consisting of Mathematics 13, 14, 21, and 20 or 22 and Mathematics 31 through 34 is especially suited for the needs of the physical sciences, while Mathematics 18 deals with those concepts of statistics and probability which are fundamental to the biological and social sciences. The course sequence 13, 16 is especially appropriate for the general liberal arts student.

Major Requirements

Mathematics 21, 22, 31, 32, 33, 34, 35, 36, 100, and either 61, 62, or 63, 64. Recommended collateral courses are Physics 13, 14, 15, 16, 41, 42, 48; Astronomy 45, 46, Economics 24, or for prospective actuaries, Economics 11, 12, 23.

Prescribed parallel reading on the history and general principles of mathematics. Two written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

Requirements for Honors

A student may be awarded *honors* in mathematics on the basis of course work in mathematics, performance on the comprehensive examinations, an additional oral examination, and general evidence of superior ability, initiative, and interest in the study of mathematics.

13 ONE VARIABLE CALCULUS

Staff

Differentiation and integration of functions of one variable. Applications: Taylor's formula and series. Elementary differential equations.

14 MULTI-DIMENSIONAL CALCULUS AND LINEAR ALGEBRA

Staff

Vectors in n -space. Partial derivatives. Multiple integrals. Theorems of Green and Stokes. Divergence theorem. Introduction to linear algebra. Prerequisite: Mathematics 13.

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16 NUMBER THEORY AND THE THEORY OF EQUATIONS

Staff

Theory of divisibility and congruence for numbers and polynomials. Topics drawn from: quadratic reciprocity law, ruler and compass constructions, elementary field and Galois theory. The historical development of these topics will be considered. Prerequisite: Mathematics 13.

18 PROBABILITY AND STATISTICS

Staff

Introduction to probability with applications to statistics. Least squares approximations. General properties of distribution functions. Prerequisite: Mathematics 13.

19 CALCULUS AND ANALYSIS

Mr. Husemoller

Review of calculus. Series. Partial derivatives and multiple integrals. Introduction to linear algebra. Open to students with a background in calculus, but who have not taken Mathematics 13 or 14. Prerequisite: permission of the instructor.

20 ELEMENTARY COMPLEX ANALYSIS

Staff

Line integrals. Complex derivatives. Cauchy theorem and residue calculations. Elementary conformal mapping. Harmonic functions. Introduction to Laplace transforms. Prerequisite: Mathematics 19 or 14.

21 LINEAR ALGEBRA

Mr. Yeager

Groups. Vector spaces. Linear transformations. Matrices. Eigenvalues and eigenvectors. Inner product spaces. Multilinear algebra. Prerequisite: Mathematics 14 or 19.

22 ANALYSIS I

Mr. Husemoller

The real number field. Rigorous development of differential and integral calculus. Metric spaces. Fundamental theorem of ordinary differential equations. Prerequisite: Mathematics 21.

31, 32 ANALYSIS II AND III

Mr. Rosenzweig

Differential calculus on Euclidean space. Inverse and implicit function theorems. The Riemann and Lebesgue integrals. Manifolds. Stokes theorem on manifolds. Calculus of variations. Prerequisite: Mathematics 21 and 22 or 20.

33, 34 ALGEBRA

Mr. Husemoller

Topics will be drawn from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 21. Prerequisite: Mathematics 21, and 20 or 22.

MUSIC

35, 36 TOPOLOGY

Mr. Kraines

General topology. Homotopy theory and fibre bundles. Singular homology theory. Prerequisite: Mathematics 21 and 20 or 22.

45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS

(See *Astronomy 45*)

Mr. Green

Offered in 1968-69 and alternate years.

61, 62 SPECIAL TOPICS IN ALGEBRA AND TOPOLOGY

Mr. Husemoller

Content varies from year to year to fit student needs. In 1967-68 the course will include an introduction to Lie groups, Lie algebras, and partial differential equations.

63, 64 SPECIAL TOPICS IN ANALYSIS AND GEOMETRY

For example, in 1966-67 the course included: introduction to complex analysis including a discussion of the local theory of analytic and harmonic functions. Riemann surfaces. Introduction to several complex variables.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Review and correlation of the various branches of mathematics. Content varies to fit student needs. This course may be taught as a seminar, a tutorial, or a lecture course, depending on student needs.

MUSIC

Professor WILLIAM H. REESE, *Chairman*

Associate Professor JOHN H. DAVISON

The courses offered in music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities, and creative processes in musical creation over the centuries, and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music and of music history is of value both to the general student and to the student with specialized musical interest and talent.

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For the latter, instruction in instrument or voice can be arranged independently, or under the Arts and Service Program (see pages 141-142). Advanced and specialized work in musicology is available in the form of supplementary courses at Bryn Mawr and Swarthmore colleges and the University of Pennsylvania. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

Major Requirements

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, and (3) direct expression in music through the medium of instrument or voice. The music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 11 or 12, 13-14, 23, 24, 31 or 32, 33, 81, 82, 100. For specialization in music history: Music 11 or 12, 13-14, 23 or 24, 31, 32, 81, 82, 100.

Supporting courses are to be arranged in such related fields of the humanities, history, language, history of art, and others, as may be approved by the department.

In addition the music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art.

For those specializing in music theory and composition, the comprehensive examination for majors will consist of: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) a small composition, theoretical analysis, and exercises to be completed during the examination period.

For those specializing in music history, the comprehensive examination for majors will consist of: (1) an examination in music history, (2) analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

Requirements for Honors

The *honors* candidate must perform satisfactorily in all required courses for music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical craftsmanship, and hence worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of musicological research and involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

11 INTRODUCTION TO MUSIC HISTORY**Mr. Reese**

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

12 SURVEY OF MUSIC HISTORY**Mr. Reese**

A historical survey of the development of musical thought from the plainsong era to contemporary idioms. This course complements Music 11, but may be taken without it. No prerequisite.

13-14 ELEMENTARY MUSIC THEORY**Mr. Davison**

The basic materials of music—melody, scales, intervals, chords, meter, and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, and sight-singing. Previous instruction or experience in some aspect of music is desirable.

23, 24 ADVANCED THEORY AND COMPOSITION**Mr. Davison**

A continuation of Music 13-14, involving ear-training, keyboard harmony, sight-singing, analysis, and composition, along with an introductory study of strict counterpoint as exemplified in the vocal style of the sixteenth century. In the second semester pieces are written in the eighteenth-century forms of the chorale-prelude, fugue, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 13-14 or the equivalent.

31, 32 SEMINARS IN MUSIC HISTORY**Messrs. Reese and Davison**

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The content of Music 31, 32 will be altered from year to year so that a diversity of subject matter will be available. It may be repeated, for credit, with change of content. Prerequisite: Music 11 or 12 or the equivalent.

Topics for 1967-68

Music 31: Historical and analytical survey of choral music.

Music 32: Music of the twentieth century.

33 SEMINAR IN MUSICAL COMPOSITION**Mr. Davison**

Continuation of composition in small forms, with emphasis on the contemporary musical language. Representative twentieth century pieces will be discussed and analyzed, and the student will, in his own compositions, explore such areas of style and technique as modality, synthetic scales, secundal and quartal harmony, total chromaticism, irregular meter, and jazz harmony. Prerequisite: Music 24 or the equivalent.

81, 82 PROJECTS IN MUSIC**Staff****100 SENIOR DEPARTMENTAL STUDIES****Staff**

PHILOSOPHY

Professor RICHARD J. BERNSTEIN, *Chairman*
Associate Professor PAUL J. R. DESJARDINS
Assistant Professor LOUIS ARYEH KOSMAN
Assistant Professor JOSIAH D. THOMPSON, JR.
Sloan Assistant Professor ROBERT H. KANE

At Bryn Mawr

Professor MILTON CHARLES NAHM, *Chairman*
Professor JOSÉ MARÍA FERRATER MORA
Professor ISABEL SCRIBNER STEARNS
Professor GEORGE L. KLINE
Associate Professor JEAN A. POTTER

The philosophy curriculum has three major aims. In the first place, it attempts to help each student develop a more self-critical attitude toward life and the world by means of a confrontation with the thought of great philosophers of the past and present. The student is introduced to philosophical treatments of such problems as the nature of individual and social man, the nature of the world in which he lives, and the nature of his apprehension of and response to that world. Secondly, the philosophy curriculum is meant to help each student acquire philosophical materials and skills which supplement and help integrate his other studies, whether in the arts, the social sciences, the natural sciences, or religion. Finally, the philosophy curriculum is designed to offer certain students a foundation in knowledge and technique for further studies in philosophy or related fields at the graduate level.

Major Requirements

Philosophy 11-12 (or equivalent), 100, and eight other semester courses approved by the major supervisor, four from the philosophy department and four from some other department or departments closely related to the student's special study in philosophy.

A written comprehensive examination in three parts: three hours on the history of philosophy; three hours on topics *either* in ethics, social and political philosophy, and philosophy of religion *or* in logic, metaphysics and theory of knowledge, and philosophy of science; and three hours on one major philosopher chosen by the student with the approval of the major supervisor.

Requirements for Honors

Honors in philosophy are awarded for special work of high quality, usually in the form of a thesis, on an important topic, problem, or philosopher approved by the major supervisor. One or more project courses may be used toward this end. *Honors* will not be given unless the candidate has an average grade of at least 85 in the comprehensive examination; *high honors* require an average of at least 90.

11-12 HISTORICAL INTRODUCTION TO PHILOSOPHY

Staff

An understanding of the nature and functions of philosophy and its relations to other fundamental human concerns such as religion, the sciences, and the arts is sought through a study of selected works of the great philosophers in western history. No prerequisite. Closed to juniors and seniors except in very special cases.

13-14 THE ORIGINS OF PHILOSOPHY

Mr. Desjardins

The relative functions of myth, logic and history in Homer, Hesiod, the Pre-Socratics. These themes will be investigated in two non-Western cultures: Japanese, Kojiki; and Dogon, Ogotemmeli. No prerequisite.

Offered in 1968-69 and alternate years.

15-16 PHILOSOPHY EAST AND WEST

Mr. Desjardins

Critical examination of theories about the differences between East and West in light of selected classical texts: Plato's *Republic*, the Confucian Corpus, the *Tao Te Ching*, and some early Chinese, Japanese and Buddhist literature. No prerequisite.

18 LOGIC

Mr. Kosman

The principles of valid inference and their application to reasoning in everyday life and in the sciences; the syllogism and other types of formal reasoning, the nature of proof, the detection of fallacies; introduction to the logic of scientific methods and to contemporary developments in symbolic logic. No prerequisites.

Offered in 1968-69 and alternate years.

21 PLATO

Mr. Desjardins

A study of a selected group of the dialogues. Prerequisite: Philosophy 11-12 or permission of the instructor.

24 ARISTOTLE

Mr. Kosman

A study of a selection of the primary works of Aristotle. Prerequisite: Philosophy 11-12, or permission of the instructor.

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- 25, 26 RELIGIOUS TRADITIONS IN INDIA AND EAST ASIA Mr. Slater
(See Religion 25, 26)
Not offered in 1967-68.
- 29 RELIGIOUS IDEAS IN MODERN CULTURE Mr. Spiegler
(See Religion 29)
Not offered in 1967-68.
- 31, 32 EARLY MODERN PHILOSOPHY Mr. Kosman
A study of the development of philosophic thought in the seventeenth and eighteenth centuries. Attention will be focused on writings of representative thinkers. Selections from some of the following: Bacon, Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz. Prerequisite: Philosophy 11-12 or permission of the instructor.
(Philosophy 32 will not be offered in 1967-68)
- 34 KANT Mr. Bernstein
A study of selected major texts with special emphasis on the first *Critique*. Prerequisite: Philosophy 11-12 or permission of the instructor.
- 36 HISTORY AND PHILOSOPHY OF SCIENCE Mr. Green
(See Physical Science 36 under General Courses)
Not offered in 1967-68.
- 38 PHILOSOPHY OF RELIGION Mr. Urban
(See Religion 38)
- 39 INTRODUCTION TO THE PHILOSOPHY OF SCIENCE Mr. Kane
Basic issues in contemporary philosophy of science concerning laws, theories, concept formation, models, explanation, prediction, induction, causality, reduction and other topics. Readings from scientists, philosophers and examples from the history of science. No prerequisite.
- 40 PHILOSOPHICAL ISSUES IN THE HISTORY OF SCIENCE Mr. Kane
The influence of basic revolutions in science (for example, the Copernican, the Galileian-Newtonian, the Darwinian) upon the general development of Western thought. No prerequisite.
- 42a SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT
(See Religion 42a) Mr. Spiegler

PHILOSOPHY

43-44 HEGEL AND POST-HEGELIAN THINKERS

Mr. Bernstein

After an intensive analysis of selected texts of Hegel, the course of philosophy since Hegel will be examined from the perspective of developments of and reactions to his philosophy. Selected texts from some of the following movements will be studied: Marxism, Existentialism, Pragmatism, and Analytic Philosophy. Prerequisite: Philosophy 11-12 or permission of the instructor.

45 THE PHILOSOPHY OF EXISTENCE

Mr. J. Thompson

A study of some of the principal texts of nineteenth century existentialism. Readings in Kierkegaard or Nietzsche. Prerequisite: Philosophy 11-12 or permission of the instructor.

46 THE PHENOMENOLOGY OF EXISTENCE

Mr. J. Thompson

A study of selected texts in twentieth century phenomenology. Readings in Heidegger, Sartr, or Merleau-Ponty. Prerequisite: Philosophy 11-12 or permission of the instructor.

47 LITERARY THEORY AND CRITICISM

Mr. Rose

(See English 47)

50 MODERN ANALYTIC PHILOSOPHY

Mr. Kosman

A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others with special emphasis on theory of language. Prerequisite: Philosophy 11-12 or permission of instructor.

Offered in 1968-69 and alternate years.

51 METAPHYSICS AND EPISTEMOLOGY

Mr. Bernstein

A study of conceptions of reality, knowledge and action. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1968-69 and alternate years.

52 ETHICS

Staff

A study of the nature of ethical justifications and judgments. Classical and contemporary positions will be examined. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1968-69 and alternate years.

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53 SOCIAL PHILOSOPHY

Mr. J. Thompson

A critical exploration of the web of problems that concern man's place in society. Classical approaches will be studied and the student will be encouraged to apply these approaches to the understanding of the salient social problems of his time. Topic of 1967-68: Marxism. Prerequisite: Philosophy 11-12 or permission of the instructor.

54 CONTEMPORARY PHILOSOPHIC PROBLEMS

Mr. Kosman

A study of contemporary treatments of philosophic problems in Europe and America. Prerequisite: Philosophy 11-12 or permission of the instructor.

Offered in 1968-69 and alternate years.

56 THE LOGIC OF EXPLANATION

Mr. Kane

A study of various kinds of explanation in physical, biological and social science with emphasis on questions about the nature of causality, mechanism and teleology, freedom and determination. Prerequisite: Permission of the instructor.

81, 82 PROJECT COURSES

Staff

Individual consultation with independent reading and research. Prerequisite: Permission of the instructor.

100 SENIOR SEMINAR

Seminar meetings, aimed at helping senior philosophy majors achieve greater comprehension and comprehensiveness with regard to the history of philosophy and selected problems. Required of and open only to senior philosophy majors.

Courses Offered at Bryn Mawr

202b RECENT METAPHYSICS

Miss Stearns

The metaphysics of Mead, Bergson, Whitehead and related Thinkers.

204b MEDIEVAL PHILOSOPHY

Miss Potter

The history and development of medieval philosophy from its origins in classical and Patristic thought to the fifteenth century.

301a AESTHETICS

Mr. Nahm

Types of aesthetic theory and problems concerning art, fine art, productivity, aesthetic judgment and aesthetic criticism.

310b PHILOSOPHY OF HISTORY

Mr. Ferrater Mora

PHYSICAL EDUCATION

Professor ROY E. RANDALL, *Chairman*

Professor WILLIAM DOCHERTY, JR.

Associate Professor ERNEST J. PRUDENTE

Assistants: NORMAN B. BRAMALL

HOWARD COMFORT

FRANCIS E. DUNBAR

R. HENRI GORDON

FREDERICK HARTMANN

WARREN K. HORTON

JOHN A. LESTER, JR.

JOSEPH McQUILLAN

JAMES MILLS

RICHARD O. MORSCH

HOWARD PRICE

DANA W. SWAN

JOHN B. WILSON

College Physician: WILLIAM LANDER, M.D.

Courses in physical education are arranged in accordance with the plan for all-year physical training in the freshman, sophomore, and junior years. The aim of this plan is to make possible active participation in athletics for the majority of students at Haverford College, with emphasis on the sports with carry-over value. Freshmen are required to take non-academic work in all three terms. At least two terms of physical education are required and physical education must be taken in the fall term of the freshman year. Freshmen who demonstrate satisfactory progress in the fall term may petition the Non-Academic Programs Committee for permission to take a course from the Arts Program or the Community Service Program (see pages 141-144) in one of the remaining terms. Sophomores and juniors are required to take two terms of non-academic work, at least one of which is in physical education. The student may schedule the remaining term in the sophomore, junior or senior year. Any student who receives an unsatisfactory grade in any term must then take non-academic courses every term until he is caught up in his requirements.

The intercollegiate program consists of varsity and sub-varsity schedules in 12 sports: football, soccer, cross country, basketball,

HAVERFORD COLLEGE

fencing, swimming, wrestling, cricket, baseball, track, golf and tennis. Participation in these activities may be substituted for the physical education requirement. The following table summarizes the sports activities available.

<i>Intercollegiate</i>			<i>Physical Education</i>
	<i>Varsity and sub-varsity</i>	<i>Varsity only</i>	
FALL:	Football Soccer	Cross Country Sailing	*Touch football *Soccer *Tennis Weight lifting
WINTER:	Basketball Fencing Wrestling	Swimming	Badminton Handball *Basketball *Volleyball Weight lifting
SPRING:	Baseball Tennis Track	Golf Cricket	*Softball *Tennis Golf

* Intramural competition available

Evidence of satisfactory physical condition is required by the department before a student is permitted to participate in any aspect of the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

The outdoor facilities include: Walton Field for football and track with a 440-yard oval and a 220-yard eight lane straight-away cinder track; a 4½ mile cross country course within the campus limits; the Class of 1888 and Merion Fields for soccer, both of which are used for softball in the spring; a skating pond; Cope Field for cricket; a baseball field (presented by the Class of 1916); an athletic field presented by the Class of 1922, used for soccer and baseball; fifteen tennis courts, six of which are all-weather; a driving range with green and sandtrap for golf practice, and the privileges of Merion West Course for the varsity golf team.

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the Gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room and training room. Through the generosity of the Class of 1928 it has been possible to provide additional locker and dressing facilities, a new stock room, and a laundry and drying room. A regulation basketball court is on the main floor, with handball and badminton courts. On the upper floors are dressing facilities for officials and instructors, and department offices.

Alumni Field House, donated by alumni and friends of the college, became available in 1957 and provides ideal facilities for the further development of the athletic program. This "indoor playing field" includes a 7-lap track, with areas for field events, a dirt area 120' by 120' for outdoor events under cover, a batting cage for baseball and cricket, nets for golf, a wooden area 120' by 120' with two basketball courts, two tennis courts, and seating capacity for 1000 spectators.

PHYSICS

Associate Professor DOUGLAS MILLER, *Chairman*

Professor FAY AJZENBERG-SELOVE

Associate Professor WILLIAM C. DAVIDON

Assistant Professor GUS SAYER

Assistant Professor WALTER TRELA

The physics curriculum acquaints students with the physical world, introduces them to the concepts which are now fundamental in science, and provides them an opportunity for firsthand experimental investigations. For the student with professional aims in science, the department offers a program of study which leads to a strong major in physics, providing sound preparation for graduate work.

The introductory courses in physics offer enough choice to match the previous training and present needs of any student in the College. If a student wishes to complete his study of physics in two semesters, Physics 13, 14 will be valuable preparation for his subsequent work in any discipline. An alternate introductory sequence including Physics 18, 23 and 26 should be considered by prospective natural scientists. Physics 13 may be followed by either Physics 14 or 18. Individuals with a strong background in high school physics may begin directly with Physics 18. Any student considering a physics major should include Physics 18 in his freshman program.

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In its program of studies for physics majors, the department desires to stimulate a maximum of independent thought and initiative consistent with a thorough development of understanding. To this end, a basic sequence of mechanics, electromagnetism, atomic physics and wave motion is required. Upper level courses encourage a further exploration of physics. The senior year features an opportunity for an extended research project, with an emphasis on independent work, oral and written expression, and the close relation between theory and experiment.

Major Requirements

- I. Physics 18, 23, 26, 33, 100.
- II. Three semesters selected from Physics 34, 37, 42, 44, 46, Astronomy 41, Engineering 44.
- III. One semester of individual research.
- IV. Mathematics 13, 14 or equivalent.

Each major should supplement the requirements with at least two additional semesters in related fields.

A student who plans to do graduate work in physics must include in his program:

- a) Physics 34 and 37.
- b) a total of four semesters from Group II.
- c) a total of two semesters of individual research.

It is recommended that students planning to do graduate work in physics take Mathematics 20 and 21 and at least one year of Russian.

Requirements for Honors

The granting of *honors* in physics will be based upon excellence (an average of 85 or better) in course work, the quality of performance in the senior project course and the results of the oral and written comprehensive examinations (Physics 100).

13 BASIC PHYSICS

Messrs. Sayer and Trela, and Mrs. Selove

Four hours, including one laboratory period a week

Certain fundamental concepts of contemporary physics are presented, with particular emphasis on conservation laws and symmetry principles. These concepts are used in the analysis of problems in mechanics and thermodynamics. Those mathematical concepts beyond high school algebra which are necessary for the course will be developed as needed.

PHYSICS

14 MODERN PHYSICS

Messrs. Sayer and Davidon

Four hours, including one laboratory period a week

The concepts developed in Physics 13 are used to discuss problems in electricity and magnetism, in optics and in quantum phenomena. Prerequisite: Physics 13 or permission of the instructor.

18 MECHANICS

Mrs. Selove

Kinetics and dynamics of particle motion, including energy, momentum, and angular momentum conservation; orbital motion, scattering and harmonic oscillation using vectors and calculus; special relativity. Prerequisite: Mathematics 13.

23 ELECTROMAGNETISM

Messrs. Sayer and Miller

Four hours, including laboratory

Fields due to charges at rest and in uniform motion; solutions of the boundary value problem; induced fields and Maxwell's equations; propagation and interference of electromagnetic waves. Prerequisite: Mathematics 14; either Physics 18 or 14.

26 QUANTUM MECHANICS OF THE HYDROGEN ATOM

Mr. Miller and Mrs. Selove

Four hours, including laboratory

Inference of quantum principles from experiment; uncertainty principle; algebra of symmetries and conservation laws; energy levels of the hydrogen atom; intrinsic spin and the exclusion principle; emission and absorption of light. Prerequisites: Physics 18 and 23; Mathematics 21 is recommended.

33 WAVE MOTION

Messrs. Davidon and Miller

Four hours, including laboratory

Analysis of D.C. and A.C. circuits, transmission lines and transistor amplifiers; radiation from free charges and bounded sources; scattering diffraction, absorption, focusing, and polarization of waves and particles. Prerequisites: Physics 18 and 23.

34 ADVANCED DYNAMICS

Mrs. Selove

Hamilton's Principle; Lagrangian and Hamiltonian formulations of mechanics; Liouville's Theorem and the properties of phase space; the dynamics of rigid bodies; oscillations and normal modes; the behavior of continuous media. Prerequisite: Physics 18.

Offered each year beginning in 1968-69.

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37 NUCLEAR PHYSICS

Mr. Miller and Mrs. Selove

Four hours, including laboratory

Measurement of nuclear mass, density, spin and moments; analysis of scattering experiments and energy levels to uncover intrinsic properties of particles; models of the nucleus; radioactivity, resonance phenomena, analysis of production and scattering of unstable particles to uncover additional intrinsic properties of particles. Prerequisite: Physics 26.

41 GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called Astronomy 41)

Offered in 1967-68 and alternate years.

42 PARTICLE PHYSICS

Mr. Davidon

Classification of particles. Isotopic spin, baryon number, hypercharge and SU_3 symmetry. Relativistic kinematics of high energy collisions. Production and decay of unstable particles. Interaction of charged particles with matter. Prerequisite: Physics 37 or consent of the instructor.

Offered in 1967-68 and alternate years.

44 STATISTICAL PHYSICS

Mr. Trela

The basic laws of thermodynamics are presented and then applied to diverse physical processes, including compression and expansion of gases, phase transitions, the action of electrical batteries, and the production of low temperatures. Some basic concepts of statistical mechanics are introduced, and their relationship to thermodynamics developed. The kinetic theory of gases is considered as an application of statistical mechanics. Prerequisite: Physics 18.

Offered in 1967-68 and alternate years.

45 THE DIFFERENTIAL EQUATIONS OF ASTRONOMY AND PHYSICS

(See Astronomy 45)

Mr. Green

Offered in 1968-69 and alternate years.

46 SOLID STATE PHYSICS

Mr. Trela

Four hours, including laboratory

Crystal symmetries are studied, and used to analyze mechanical, electrical, and thermal properties of crystalline solids. Different types of binding forces are considered briefly. The free-electron theory of metals and the band theory of solids are used to account for various electrical and thermal phenomena in metals and semi conductors. Prerequisite: Physics 26 and 33.

Offered in 1968-69 and alternate years.

POLITICAL SCIENCE

61, 62 THEORETICAL PHYSICS

Mr. Davidon

A program of lectures, readings and independent work on current problems and methods in theoretical physics. Applications of the group theory to the study of symmetry in physics will be emphasized.

63, 64 NUCLEAR STRUCTURE PHYSICS

Mrs. Selove

Student research in nuclear spectroscopy and related problems. Appropriate projects may be carried out at the University of Pennsylvania Tandem Accelerator. Analysis of the results will be carried out using computers.

65, 66 HIGH ENERGY PHYSICS

Messrs. Sayer and Miller

A research seminar on the forces which hold the proton together. Experimental work with the 3 GeV. proton accelerator at Princeton will be planned, executed and analyzed.

67, 68 LOW TEMPERATURE PHYSICS

Mr. Trela

100 SENIOR DEPARTMENTAL STUDIES

Staff

A course of informal seminars, readings, and occasional lectures to review and interrelate the student work in other physics courses. The examination in this course will be in two parts. One part, late in the first semester, will test the student's knowledge of the basic ideas of physics. The second part of the examination will be given at the end of the spring semester and will be based upon the student's advanced work. Seniors should register for Physics 100 in both terms. Only one course credit can be earned for the course.

POLITICAL SCIENCE

Associate Professor HARVEY GLICKMAN, *Chairman**

Assistant Professor ROBERT A. MORTIMER, *Acting Chairman*

Assistant Professor SIDNEY R. WALDMAN

Assistant Professor SARA M. SHUMER

The political science curriculum is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to government and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment; comparison and appraisal of different types of governments and political organization; American political behavior and institutions; and problems of international relations.

* On leave 1967-68.

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the needs of men contemplating scholarship and teaching in political science, as well as other professional careers, such as law, journalism, and the public service.

In advanced courses, emphasis is placed upon individual research and analysis—practice in concept formation, location, organization, and presentation of data; and independent judgment.

Majors in political science are expected to understand the relationship of this field to other social studies as well as to the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, sociology, and psychology.

Major Requirements

Political Science 11, 12, 31, 100, and six other courses in political science distributed among three of the four areas of study: (1) comparative politics; (2) American politics; (3) international relations; and (4) political theory and political philosophy.

Four approved semester courses in other social sciences.

A comprehensive examination covering three of the four areas of study indicated above.

In the senior year majors will enroll in the appropriate Research Seminar (41, 43, 45, or 47) or Political Science 81 in the first semester and in Political Science 100 in the second semester. This will cover seminar participation (or independent research), preparation of a senior thesis, and review for comprehensive examinations.

Requirements for Honors

Candidates must submit an outstanding thesis of independent research or original theoretical analysis and must pass an oral examination on the thesis as well as on general attainment in the field. The award of *honors* will be determined on the basis of the thesis, the oral examination, quality of course work, and performance in the comprehensive examination.

11 POLITICAL THEORY: IDEAS AND ISSUES

Staff

An introduction to the analysis of political problems presented with the help of original works of theorists who have had a major influence on shaping modern ideas and practice. Particular attention is given to the central issue of reconciling individual freedom and collective authority.

Open to freshmen and sophomores only.

12 POLITICAL SYSTEMS: NATIONAL AND INTERNATIONAL Staff

An introductory analysis of forms of government, political institutions, and relations among states. The major functional problems of political organization and development are considered in examining the governments of the United States, Great Britain, the U.S.S.R., and emergent political systems of Africa. The dynamics of the modern nation state system, the United Nations, and supra-national organizations are examined. Prerequisite: Political Science 11 or permission of the instructor.

Open to freshmen and sophomores only.

Political Science 11 and 12 together provide the student with a basic understanding of the major elements of the political process; they are prerequisites for further work in political science. They should normally be taken in the order listed above, although exceptions can be made with the consent of the instructor.

21 AMERICAN POLITICAL PROCESS: PRESIDENT AND CONGRESS Mr. Waldman

A functional and behavioral analysis of the policy-making process. Political parties, legislative behavior and powers and the interactions between the President and Congress will be examined. Prerequisite: Political Science 11, 12 or consent of instructor.

22 PUBLIC OPINION, PRIVATE INTERESTS, AND THE POLITICAL SYSTEM Mr. Waldman

An in-depth analysis of the formation of political attitudes, the functions of public opinion in shaping public policy, and the impact of interest groups on that policy. Prerequisite: Political Science 11, 12 or consent of instructor.

23 GOVERNMENT AND POLITICS IN WESTERN EUROPE Mr. Frye

A comparative analysis of the contemporary political systems of Great Britain, France and Germany, with special reference to factors making for stable and effective democracy.

Offered at Bryn Mawr as Political Science 205a.

24 COMMUNISM AND NATIONALISM IN ASIA Mr. Kennedy

A consideration of the central concepts in communism and nationalism and of their role in the sweeping changes Asia has experienced since World War II.

Offered at Bryn Mawr as Political Science 204b.

25 INTERNATIONAL POLITICS AND FOREIGN POLICY Mr. Mortimer

Using United States foreign policy as a case study, the course will deal with the factors that influence the foreign policies and the power of states in an expanding international system. The problems of managing power and resolving international conflicts without resort to war are considered. Prerequisite: Political Science 11, 12 or consent of the instructor.

26 INTERNATIONAL ORGANIZATION

Mr. Mortimer

A study of the organizational possibilities in international affairs. Regional and global organizations are evaluated as contributors to economic and political development and to world peace. The nature and the capacities of the United Nations system and of regional organizations such as the OAU as operative in a system of state sovereignty will be considered. Prerequisite: Political Science 11, 12 or consent of the instructor.

27 POLITICAL THEORY: THE CONTEXT OF PUBLIC POLICY

Miss Shumer

Public policy is formulated within the limits and potentials established by a specific political culture and set of political institutions. This course will explore the classical and modern literature on the theoretical assumptions and implications of the American political system: theories of constitutionalism, mass society, organization and pluralism. Prerequisite: Political Science 11, 12 or consent of the instructor.

28 PUBLIC POLICY: CIVIL RIGHTS AND POVERTY

Miss Shumer

An historical and analytical inquiry into the scope and nature of the problems in the selected policy area of civil rights and poverty; and the systematic analysis of the capacity of the present political system (including both the government and non-governmental groups) to deal effectively with these problems. Prerequisite: Political Science 11, 12 or consent of the instructor. (Political Science 21 and Political Science 27 are recommended.)

29 THE EIGHTEENTH CENTURY *PHILOSOPHES*

Mr. Gutwirth

(*See French 23*)

31 POLITICAL ANALYSIS

Mr. Waldman

Inquiry into the scope of political studies and the methods conducive to arriving at reliable and verifiable results. The philosophical basis of behavioral political science is examined. Student research projects. Prerequisite: Political Science 11, 12 or permission of the instructor. (Majors in natural sciences are encouraged to take this course.)

32 THE SOVIET SYSTEM

Mr. Hunter

(*See Economics 32*)

33 GOVERNMENT AND POLITICS IN EAST ASIA

Mr. Kennedy

An approach to modern Asian politics (prior to 1950) through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.

Offered at Bryn Mawr as Political Science 203a.

POLITICAL SCIENCE

34a METROPOLITAN GOVERNMENT

Mr. Lyke

Analysis of the forces affecting the structure of metropolitan regions. The functions and politics of American government at the local and metropolitan levels. Current administrative and planning practices. Problems of economic development, urban renewal, and poverty. Field work in Greater Philadelphia.

Offered at Bryn Mawr as Political Science 218a.

35 AMERICAN POLITICAL THEORY

Mr. Bachrach

The development of American political ideas from the Revolution to the present, with some attention to the English and Colonial origins.

Offered at Bryn Mawr as Political Science 308a.

36 AMERICAN CONSTITUTIONAL LAW

Mr. Bachrach

A detailed analysis of selected Supreme Court decisions on four or five leading topics.

Offered at Bryn Mawr as Political Science 219b.

37 INTERNATIONAL LAW

Miss Leighton

An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.

Offered at Bryn Mawr as Political Science 221a.

38 AMERICAN BUREAUCRACY

Mr. Bachrach

After a somewhat detailed analysis of Weber's theory of Bureaucracy, the course will be focused on the relation of democracy and bureaucracy in American society.

Offered in 1967-68 and in alternate years at Bryn Mawr as Political Science 315b.

39 LATIN AMERICAN ECONOMIES AND POLITIES

(*See Economics 39*)

Mrs. Marshall and Mr. Baratz

Offered at Bryn Mawr as Interdepartmental 305.

41 RESEARCH SEMINAR IN AMERICAN POLITICS

Mr. Waldman

Student research into problems of American political institutions and behavior: voting studies, small group research, legislative behavior. Offered simultaneously with Political Science 31. Seniors do advanced projects. Prerequisite: Political Science 21, 22 or consent of the instructor.

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- 42 WEST EUROPEAN INTEGRATION Mr. Frye
An analysis of postwar moves toward integration in Western Europe, with special emphasis upon the factors behind integration and upon the impact of integration upon member societies.
Offered at Bryn Mawr as Political Science 304b.
- 43 RESEARCH SEMINAR IN COMPARATIVE POLITICS Mr. Frye
Student research into problems of developed and developing political systems, emphasizing the use of cross-national and cross-cultural data and hypotheses. Topic for 1967-68: "Contemporary Politics in Italy."
Offered at Bryn Mawr as Political Science 307a.
- 44 THE PROBLEM OF POWER IN CONTEMPORARY SOCIETY Messrs. Bachrach and Baratz
A study of political power, with special reference to current controversies in the United States as to the nature and sources of power and with analysis of the implications for the democratic process.
Offered in 1968-69 and in alternate years at Bryn Mawr as Political Science 306b.
- 45 RESEARCH SEMINAR IN INTERNATIONAL POLITICS Mr. Mortimer
Student research into problems of international politics and organization, war and peace, disarmament and arms control. Prerequisite: Political Science 25, 26 or consent of the instructor. Topic for 1967-68: "The United States and the 'Third World.'"
- 47 RESEARCH SEMINAR IN POLITICAL THEORY AND PUBLIC POLICY Miss Shumer
Student research into some of the major issues of political inquiry, such as bureaucratization and mass society, ethics and politics, freedom and consent. Prerequisite: Political Science 27, 28 or consent of the instructor. Topic for 1967-68: "The Theory of Political Action."
- 48 CHINA AND JAPAN: PROBLEMS OF MODERNIZATION Mr. Kennedy
The course focuses on internal responses to the Western impact as revealed in changing attitudes, revised values and new institutions; and on external policies and relations. Special attention to evidences of continuity and change and to comparison of political developments in the two countries.
Offered at Bryn Mawr as Political Science 312b.

PSYCHOLOGY

49 LAW AND SOCIETY

Miss Leighton

An introduction to the nature of legal obligation and its relation to selected social institutions. Typical legal problems pertaining to the family, property and government are discussed.

Offered at Bryn Mawr as Political Science 301a.

81, 82 INDEPENDENT PROJECT COURSES

Staff

Individual consultation; supervised independent reading and research

Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor. May be taken as semester or year course by arrangement with the instructor.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Completion of senior essay normally begun as part of the work in the research seminars and preparation for comprehensive examination. All staff members will be involved in any given year in the supervision of senior essays. After completion of the essay on April 15, there will be a period of reading and review leading to a written comprehensive examination for all senior majors.

PSYCHOLOGY

Professor DOUGLAS H. HEATH, *Chairman*

Associate Professor SIDNEY I. PERLOE

Assistant Professor THOMAS D'ANDREA

Assistant Professor PRESTON B. ROWE, JR.

Visiting Assistant Professor ROBERT G. JONES

The psychology program is designed to give the student an understanding of the empirical approach to the study of behavior, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by developing through laboratory courses a working familiarity with the experimental method as applied in psychology, ordinarily culminating in an individual research project in the junior or senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor.

Major Requirements

A major program in psychology includes Psychology 11, 14, 16, 23, 35, 100, and two additional advanced courses in the department. Students may, but are not

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required to, concentrate in any one of the three following areas: experimental psychology, personality psychology and social psychology. Students concentrating in the first area should strongly consider taking Mathematics 18, Probability and Statistics and Philosophy 50 Modern Analytic Philosophy. Social psychology concentrates are expected to take Sociology 43, The Sociology of Small Groups. Students contemplating a psychology major are advised to complete at least one or two semester courses beyond the introductory one by the end of the sophomore year. Students should note that the Sociology Department also offers social psychology as a special area.

Requirements for Honors

The award of departmental *honors* signifies that a student has maintained a consistently high standard of performance in the work of his major program, and has done distinguished work on an independent empirical research project as well as on the comprehensive examination. *Honors* candidates should plan to take Psychology 51 and 52 during the senior year.

11 INTRODUCTORY PSYCHOLOGY

Staff

The course will cover the following topics, drawn from the three major areas of psychology: the learning process as it applies to learning and unlearning habits; the principles of motivation and emotion as they are reflected in studies of anxiety and their effects on personality; the influence of motivation and learning on perception.

14 LEARNING

Mr. D'Andrea

Three lectures and one laboratory period each week

The course focuses on the major theories of learning with emphasis on the empirical evidence on learned behavior. Classical and instrumental conditioning will be considered in detail. The development of S-R and S-S theories will be reviewed with emphasis on the work of Hull and Tolman. Current theories (Mowrer, Estes, Spence) will be discussed. Extension of learning-theoretic approaches to social and clinical human behavior will be examined. Students will conduct individual research projects on problems relevant to the course. Prerequisite: Psychology 11.

16 SOCIAL PSYCHOLOGY

Mr. Jones

(Also called Sociology 16)

A consideration of the individual aspects of social behavior. Initially attention will be focused on some problems in social perception. The following topics will then be examined: the motivational determinants of group membership and social conformity, the effects of society and personality on social attitudes, the psychological aspects of social conflict and the psychological aspects of social roles and social systems. Prerequisite: Psychology 11 or Sociology 11 or permission of the instructor. Juniors and seniors electing the course will be expected to do some additional work.

22 PSYCHOLOGY OF LANGUAGE

Mr. D'Andrea

The course will concentrate on the development of modern psycholinguistics. Such topics as semantics, the interpretation of language in terms of association theories, the relation between language and thinking, and other psychological processes will be discussed. Students will have the opportunity to pursue their particular interests, whether they be in the philosophical or mathematical theories of language, in culture and language, or in more conventional linguistics. Prerequisite: Psychology 11 or the consent of the instructor.

23 THEORIES OF PERSONALITY

Mr. Heath

Although the course will cover the major personality theorists, it will go most extensively into Freudian and neo-psychoanalytic personality theory. Theorists such as Jung, existentialist personality theorists, and the proponents of a trait approach to personality will also be discussed. Wherever possible, reading will be in original sources. Class discussion and papers will concentrate on clarifying and evaluating the merits of different theories. Prerequisite: Psychology 11.

24 DEVELOPMENTAL PSYCHOLOGY

Mr. Heath

The course will be organized around the major developmental problems of childhood, adolescence and the adult, and the types of controls used to master these problems. Emphasis will be placed on Piaget's and the ego psychologists' theories of child development. Consideration will also be given to the psychological aspects of identity, marriage, religion, old age, and death. Prerequisite: Psychology 23 and the consent of the instructor.

Not offered in 1968-69

25 ANALYSIS OF BEHAVIOR

Mr. D'Andrea

Three lectures and one laboratory period each week

The course systematically formulates and analyzes the problems of scientific method, learning, motivation, and emotion in terms of the principles of operant conditioning. Detailed analysis will be made of such problems as primary and conditioned reinforcement, reinforcement schedules, and avoidance conditioning. Lectures will emphasize the systematic principles and their application to a variety of human behaviors. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Students will also do an independent research project. Prerequisite: Psychology 11 or the consent of the instructor.

Not offered in 1967-68

26 PHYSIOLOGICAL PSYCHOLOGY

Mr. Thomas

Three hours of lecture and three hours of laboratory each week

The physiological and anatomical bases of behavior. Prerequisite: Psychology 14.

Offered at Bryn Mawr as Psychology 301b.

HAVERFORD COLLEGE

- 27 ANIMAL LEARNING Mr. Bitterman
Three hours of lecture and three hours of laboratory each week
Comparative studies of conditioning and selective learning; theories of learning; the evolution of intelligence. Prerequisite: Psychology 14.
Offered at Bryn Mawr as Psychology 201a.
- 29 CENTRAL NERVOUS SYSTEM AND BEHAVIOR Mr. Thomas
Three hours of lecture and one laboratory period each week
The neural basis of a wide range of psychological phenomena including: learning, emotion, motivation and thought.
Offered at Bryn Mawr as Psychology 301a.
- 30 HUMAN LEARNING AND THINKING Mr. Gonzalez
Two hours of lecture and four hours of laboratory each week
Verbal learning and retention; meaning and creative thought. Prerequisite: Psychology 14; Psychology 27 recommended.
Offered at Bryn Mawr as Psychology 203b.
- 31 PERCEPTION Mr. R. Davidon
Three hours of lecture and two hours of laboratory each week
Differentiation and organization of the perceived environment, visual, auditory and tactual-kinesthetic. Prerequisite: Psychology 11.
Offered at Bryn Mawr as Psychology 305a.
- 34 ABNORMAL PSYCHOLOGY Mr. Heath
Three hours of class and field work each week
The seminar will introduce the student to the inner world and dynamics of schizophrenia from detailed case studies and reading in both the theoretical and research literature. Following a survey of other behavior disorders likely to be encountered in the field work, the seminar will examine the theoretical and methodological issues involved in personality assessment and therapy. The field work offers closely supervised experience in observational procedures, participation in the various services of a research mental hospital, and discussion with the professional staff following demonstrations of personality assessment methods, and therapeutic interviews. Prerequisite: Psychology 23 and the consent of the instructor.

35 HUMAN JUDGMENT AND REASONING**Mr. Rowe***Three hours of seminar and one laboratory period each week*

Seminar discussion will center upon the experimental investigation of human information processing. A variety of experimental approaches to the study of structure and dynamics in cognitive processes will be reviewed critically. The following are some of the topics to be covered: the stabilization of one's perceptual-cognitive world, the codification and classification of information, and reasoning and judgment in problem solving. An experimental term project will be required. Prerequisite: Psychology 11 or consent of the instructor.

40 DESIGN, ANALYSIS AND THEORY IN BEHAVIORAL RESEARCH**Mr. Rowe**

A consideration of strategies, problems and philosophical questions relevant to the conduct of behavioral research. Some frequently used statistical methods will be covered in detail along with a nontechnical treatment of the nature of statistical reasoning. Students will be expected to acquire some familiarity with computer programming while taking the course. Prerequisite: Permission of the instructor or one laboratory course in psychology; the latter may be taken concurrently.

51, 52 RESEARCH TOPICS IN PSYCHOLOGY **Messrs. Perloe and D'Andrea**

This course will introduce students to the problems of hypothesis formation and definition, experimental design, data analysis, and report writing by means of seminars, closely supervised experimental research projects, and oral reports. Students must have selected the general topical area within which they wish to do research prior to admission to the course. Prerequisite: Psychology 14, 35 and 40, and the consent of the instructor; students with preparation in statistics will be excused from the Psychology 40 prerequisite.

81, 82 READING PROJECTS IN PSYCHOLOGY**Staff****100 SENIOR DEPARTMENTAL STUDIES****Staff**

The course will meet as a seminar to consider significant issues in psychological theory and methods, the relations between psychology and other disciplines, the value implications of psychological knowledge and the role of psychology in the solution of social problems. The specific topics discussed will depend in part upon the interests of the students. Several papers and a final exam will be required.

RELIGION

Associate Professor GERHARD E. SPIEGLER, *Chairman*

Visiting Associate Professor LINWOOD URBAN

Assistant Professor C. PETER SLATER

Assistant Professor JOHN G. GAGER

Visiting Lecturer SAMUEL TOBIAS LACHS

The Department of Religion is concerned with (1) the historical study of religious traditions in the Hebrew-Christian culture; (2) the historical-phenomenological study of non-Western religious traditions; and (3) the philosophical study of religious thought, East and West, particularly its modern forms of expression.

Major Requirements

The exact structure of the program must be determined in consultation with the major supervisor. The program must include the following courses:

- a. Religion 15, 16
- b. Four additional half-year courses in religion.
- c. Three half-year courses beyond the introductory level in some other department to be approved as related courses by the major supervisor.
- d. Such additional language courses as deemed essential by the department for the proposed course of study.

A comprehensive examination consisting of three parts:

- (a) passing of Religion 100; (b) a senior research paper; (c) an oral examination on the paper but not necessarily restricted to it.

Requirements for Honors

Honors in religion are awarded for a prearranged special study of the works of some major theologian or work on a major theological problem. The usual method for testing such study is by a three-hour written examination. *Honors* will not be given unless the candidate receives a grade of 85 or better in the regular comprehensive examination in religion, and *high honors* require a minimum grade of 90.

15, 16 RELIGION AND CULTURE

Messrs. Gager and Spiegler

A study of man's pre-philosophical, religious conceptions of himself and society through a detailed examination of selected myths and rites, found in the traditions of tribal Africa, Vedic India, and the Ancient Near East. An introduction to and testing of divergent methodologies and theories of religion in the study of major religious forms and types developed in the Hebrew-Christian tradition. In the second semester modern forms of religious expressions and critiques of religion will be studied in the work of such men as Kierkegaard, Marx, Freud, T. S. Eliot, Buber, Reinhold Niebuhr, Camus, Tillich, Bultmann and Gandhi. Religion 16 may be taken without prerequisite.

RELIGION

21, 22 HISTORY AND LITERATURE OF THE BIBLE

Messrs. Lachs and Gager

In the first semester Hebrew history and literature are studied in the context of ancient Near Eastern civilization. In the second semester the New Testament is examined within the historical context of early Christianity. Religion 22 is open without prerequisite.

23-24 MEDIEVAL EUROPEAN CIVILIZATION

Messrs. MacCaffrey and Spiegler

(Also called History 23-24)

25, 26 RELIGIOUS TRADITIONS IN INDIA AND EAST ASIA

Mr. Slater

(Also called Philosophy 25, 26)

First semester, the rise and spread of Hinduism and Buddhism in India. Second semester, the spread of Buddhism to China and Japan, its meeting with their Taoist and Confucian traditions, and the rise and spread of Islam. Throughout the course textual study will be interspersed with interpretive materials from the phenomenology of religion. Prerequisite: Religion 15 or consent of the instructor.

Not offered in 1967-68.

29 RELIGIOUS IDEAS IN MODERN CULTURE

Mr. Spiegler

(Also called Philosophy 29)

A study of some theological and philosophical problems and issues in contemporary literature. Special attention is given to theistic and nontheistic existentialism, theological naturalism and confessional theology. The work of such men as Kafka, Camus, Buber, Heidegger, Barth and Tillich will be examined respectively. First-hand acquaintance with selected writings of four of these men; reports, lectures, and class discussions.

Not offered in 1967-68.

36 THE PROTESTANT REFORMATION

Mr. Spiegler

(Also called History 36)

A study of the rise and development of the Protestant Reformation during the sixteenth century, its history and thought, with special attention to the work and thought of Luther and Calvin. Prerequisite: Religion 23-24 or consent of the instructor.

Not offered in 1967-68.

HAVERFORD COLLEGE

38 PHILOSOPHY OF RELIGION

Mr. Urban

(Also called Philosophy 38)

A study of classical and contemporary treatments of such topics as faith and knowledge, theology and history, religion and morals, the nature and existence of God, evil and life after death, and problems to do with truth-claims and meaningfulness in religious discourse. Lectures, reports, and class discussions. Prerequisite: Religion 16 or one course in Philosophy.

Offered in 1967-68 and alternate years.

40a HISTORY AND PRINCIPLES OF QUAKERISM

Mr. Bronner

(See History 40a)

42a SEMINAR IN MODERN PHILOSOPHICAL RELIGIOUS THOUGHT

(Also called Philosophy 42a)

Mr. Spiegler

Specialized study of the works of some major philosopher and theologian or work on a major theological problem. May be repeated for credit with change of content. Topic for 1967-68: A. N. Whitehead's *Process and Reality*. Prerequisite: Consent of the instructor.

43b SEMINAR IN HISTORY OF RELIGIONS

Mr. Gager

Intensive study of some period or set of problems in the field. May be repeated for credit with change of content. Prerequisite: Religion 25, 26 or consent of the instructor. Topic for 1967-68: Hellenistic Religions.

Offered in 1967-68 and alternate years.

45 SEMINAR IN THE HISTORY OF WESTERN RELIGIOUS THOUGHT

(Also called History 45)

Mr. Gager

Intensive study of a major thinker or movement in the history of Christianity. May be repeated for credit with change of content. Topic for 1967-68: The Historical Jesus. Prerequisite: Consent of the instructor.

81, 82 PROJECT COURSES

Messrs. Gager and Spiegler

Individual consultation; independent reading and research.

100 SENIOR DEPARTMENTAL STUDIES

Messrs. Gager and Spiegler

A staff seminar for departmental majors and other interested upperclassmen. focusing on current issues and problems in religious studies. The course will be spaced out through an entire year, with papers, discussions and examinations

ROMANCE LANGUAGES

Professor MARCEL M. GUTWIRTH, *Chairman*

Professor MANUEL J. ASENSIO

Associate Professor BRADFORD COOK

Assistant Professor RICHARD R. RASKIN

Admission of new students to all French and Spanish courses except French 11-12 and Spanish 11-12 is contingent upon placement examinations administered by the department prior to the opening of such courses.

Opportunity is given to students who complete French 11-12, Spanish 11-12 or Spanish 13-14 with distinction to advance rapidly into higher courses by passing a special examination in September on a prescribed program of vacation study.

Residence in the French and Spanish Houses and participation in the Cercle Français and Club Español afford an opportunity for supplementary oral practice.

Students who might profitably spend their junior year in France or Spain are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in Romance languages are encouraged to spend a summer in France or in a Spanish speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

FRENCH

The program in French is designed to give the student some facility in handling the French language, by elucidation and review of fundamentals, by a progressive course of reading, constant practice in hearing, speaking, writing French. Through the masterpieces of French literature, which he is then ready to approach, by close study of style and structure, of moral and artistic intentions he is led to enlarge his understanding of the human heart—as well as of the mind—and to heighten his perception of artistic achievement. A reading in the original of the works of major figures like Pascal, Molière, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.

Major Requirements

French 31, 32, 33, 34, 41, 42, and 100.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Requirements for Honors

Honors in French will be awarded on the basis of consistently distinguished work in the literature courses—including at least one project course—and of a grade of 90 or better on the comprehensive examinations. *High honors* will be determined by a further oral examination.

11-12 INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT

Mr. Cook

Pronunciation and intonation; grammar, with oral and written exercises. Reading, in the second semester, of easy texts of literary merit.

This course is not open to freshmen who have had more than two years of high school French.

13-14 INTERMEDIATE FRENCH

Staff

Training in the language is pursued on the basis of a wide sampling of literary works designed to acquaint the student with the range of French literature, from the *Chanson de Roland* to the present. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 11-12 or satisfactory performance on a placement test.

21 DICTION AND COMPOSITION IN FRENCH

Mr. Raskin

Intensive language work in a small class. Grammar review, compositions, pronunciation drill, oral reports. The work will be centered on literary topics (e.g., the contemporary theatre), but the emphasis will be on perfecting linguistic performance. Prerequisite: Permission of the department.

22 EXPLICATION DE TEXTES

Mr. Raskin

An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several *genres*. Prose and poetry, essay and fiction drawn from a variety of periods will come under scrutiny. Prerequisite: French 21 or the equivalent.

23 THE EIGHTEENTH CENTURY PHILOSOPHES

Mr. Gutwirth

(Also called *Political Science 29*)

Montesquieu, Voltaire, Rousseau, Diderot. Readings in English from the works of these four major figures of the European Enlightenment, whose contribution to sociology, political theory, and theory of education singularly broadened the idea of the writer's function in society. Some attention will also be given to Helvetius, Condillac, and the *Encyclopédie*.

32 THE TWENTIETH CENTURY

Mr. Cook

Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent.

Offered in 1967-68 and alternate years.

33 NINETEENTH CENTURY LYRIC POETRY

The lyrical rebirth of the 19th century: Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. Prerequisite: French 22 or the equivalent.

Offered in 1968-69 and alternate years.

34 THE NOVEL FROM LACLOS TO PROUST

The rise of the modern novel in France from the late 18th to the early 20th century with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent.

Offered in 1968-69 and alternate years.

43 ADVANCED TOPICS IN FRENCH LITERATURE

Mr. Raskin

1967-68: Baudelaire

An intensive study of *Les Fleurs du Mal* as a poetic response to a particular set of social conditions, including the emergence of the industrial city and the growing impact of science and technology. The poet's relationship to his society will be explored further through a reading of his journals and the *poemes en prose*, as well as his essays on painting, literature, and the use of drugs. Some attention will be given to major critical works, including Sartre's study of Baudelaire. Prerequisite: Consent of the instructor.

44 ADVANCED TOPICS IN FRENCH LITERATURE

Mr. Gutwirth

1967-68: Diderot

The moving spirit of the *Encyclopédie* was also an art critic, a novelist who reflected on the craft of fiction, a political thinker, a social critic, and the ablest practitioner of the art of the philosophic dialogue since Plato. From the *Salons* to the *Neveu de Rameau* a generous sampling of this varied fare will be examined in this course. Prerequisite: Consent of the instructor.

HAVERFORD COLLEGE

81, 82 SPECIAL PROJECTS IN FRENCH LITERATURE

Staff

This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of the individual student.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Masterworks from the Renaissance to the present.

A representative sample of major works by twelve writers of the first rank is assigned in this course, together with a recent scholarly appraisal of each writer, to allow the student to form a view of the high points of the literary tradition against a background of authoritative, up-to-date assessment. From Montaigne to Proust the readings cover a span of four centuries, and they range from Voltarian polemic wit to Baudelaire's aesthetic detachment. The object of the course is to cap the student's acquaintance with French literature by a reconsideration of some of its main achievements. Among the writers presented are: Pascal, Molière, Racine, Flaubert, Gide. Prerequisite: senior standing, or permission of the department.

SPANISH

The courses offered in Spanish are designed to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture. Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on grammar, reading, and conversation. Even in these elementary courses the approach corresponds to the liberal tradition of the college, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures. Interested students should consider, in addition to the courses listed below, the offerings in Spanish at Bryn Mawr College.

Major Requirements

Spanish 21-22; 23-24, 33, 81 or 82, and 100.

History of Spain and Spanish America, as a background for literature.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

Spanish majors are advised to take Spanish 202 (Spanish readings and composition) at Bryn Mawr College.

Requirements for Honors

Honors in Spanish are awarded to students who consistently show high quality work in their literature courses and undertake study beyond the normal requirements. Every *honors* student must complete at least one project course. A minimum grade of 88 is required in the comprehensive examinations. *High honors* are awarded on the basis of a further oral examination.

11-12 ELEMENTARY SPANISH

Staff

Grammar, with written and oral exercises; reading; thorough drill in conversation.

13-14 INTERMEDIATE SPANISH

Staff

Review of grammar, with written and oral exercises; composition, reading and conversation. Prerequisite: Spanish 11-12 or the equivalent.

21-22 INTRODUCTION TO SPANISH LITERATURE

Mr. Asensio

A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

23-24 INTRODUCTION TO LATIN-AMERICAN LITERATURE

Mr. Asensio

A survey of Latin-American literature from the Colonial period to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Not offered in 1967-68.

25-26 INTRODUCTION TO HISPANIC CIVILIZATION

Mr. Asensio

Geographic, cultural, and historical background. Emphasis is laid on basic attitudes underlying the Spanish and Spanish-American culture pattern and contrasting with characteristic American attitudes. Lectures, reading, discussion, written reports. Prerequisite: Spanish 13-14 or the equivalent.

Not offered in 1967-68.

33 THE AGE OF CERVANTES

Mr. Asensio

The development of Cervantes' art in the drama, the short story, and the novel, with special attention to *Don Quixote*.

Not offered in 1967-68.

81, 82 SPECIAL TOPICS IN SPANISH LITERATURE

Mr. Asensio

Reading and lectures; written and oral reports. This course may be repeated, with change of content, for full credit.

100 SENIOR DEPARTMENTAL STUDIES

Staff

RUSSIAN

Professor FRANCES DE GRAAFF, *Chairman*
Assistant Professor RUTH C. PEARCE

The courses in Russian are designed to offer the students the opportunity to learn to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 11-12 and 21-22 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 21-22 can continue with the more advanced courses offered at Bryn Mawr College.

Major Requirements

(Courses numbered above 100 are offered at Bryn Mawr College.)

Students majoring in this field will be required to take:

Eight semester courses in Russian language and literature: 11-12, 21-22, 201, a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

Three semester courses in Russian history and institutions: History 206 (History of Russia); Political Science 43 (The Soviet System).

Other related courses, including Russian 200 (Advanced Training in the Russian Language), and Russian 203 (Russian Literature in Translation), are recommended.

A comprehensive examination of the Russian language, a special period of Russian literature, and Russian history.

Requirements for Honors

Honors in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. *High honors* will be awarded on the basis of further oral examination.

11-12 ELEMENTARY RUSSIAN

Mrs. Pearce

Five periods a week

Russian grammar, conversation, and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.

21-22 INTERMEDIATE RUSSIAN

Mrs. Pearce

Four periods a week

Grammar review, reading in Russian classics and contemporary materials, conversation. Prerequisite: a grade of 70 or higher in Russian 12, or the equivalent.

SOCIOLOGY AND ANTHROPOLOGY

Professor A. PAUL HARE, *Chairman**

Assistant Professor ANDREW EFFRAT, *Acting Chairman*

Visiting Professor EDWARD BATSON

Assistant Professor WYATT MACGAFFEY

Assistant Professor PAUL E. WEHR

Sociology at Bryn Mawr

Professor EUGENE V. SCHNEIDER, *Chairman*

Assistant Professor JUDITH R. PORTER

The curriculum in sociology and anthropology is designed to develop the student's understanding of social structure, process, and change in human societies. The subject matter deals with man, his groups, his organizations and his communities.

In the introductory course and in the advanced theory course there is an opportunity to become familiar with past and present theories of social behavior. A further understanding of these concepts can be gained through field experience and by the analysis of concrete cases of interpersonal behavior, organizations, social change, etc. An opportunity to apply and to test these theories is provided in the laboratory courses and research seminars.

A student who wishes a general knowledge of sociology and anthropology can supplement the basic required courses with any of the courses listed below. However, it is also possible to specialize in social psychology, institutional analysis, African studies, or anthropology by taking a majority of the courses listed in one of the following sequences:

Social psychology—16, 22, 23, 37, 43, 44, 62

Institutional analysis—14, 20, 21, 25, 26, 30, 46, 63, 64, 66

African studies—12, 24, 27, 34, 38, 39, 41, 61

Anthropology—for a major in anthropology, the student must meet the requirements of the department at Bryn Mawr College.

Social psychology may also be taken as a special emphasis in the Psychology Department and African Studies as a special emphasis in the Political Science Department.

* On leave 1967-68.

Anthropology at Bryn Mawr—Major Requirements

The aim of the major is to introduce the student to an understanding of man and his works, human evolution, the origin and development of culture, and the basic cultural patterns and social institutions in diverse societies. The advanced courses explore special fields or areas, and also discuss theories about cultural processes and the nature of culture itself.

Requirement for a major is six units of major and allied courses, plus preparation for final examinations in the major subject. For detailed descriptions of courses consult the Bryn Mawr College catalog.

Major Requirements at Haverford

A major program in sociology and anthropology at Haverford includes courses 11, 31, 32 or 34, 33, 100 and at least one research seminar or research project in the 60 or 80 series, and four additional courses in sociology or anthropology.

A comprehensive examination and a research paper designed to test the student's knowledge as well as his ability to utilize and integrate the subject matter of the behavioral sciences are required in the senior year. The research paper may be written as part of 61, 62, 63, 64 or 81, 82. Students will ordinarily take a research seminar in the 60 series unless their interest falls outside the range of these seminars. A research proposal must be approved before a student will be admitted to 81 or 82.

Requirements for Honors

Candidates for *final honors* in sociology and anthropology will be required to demonstrate high competence and seriousness of purpose in their major courses, to complete two research papers, and to pass the comprehensive examination with distinction.

11 ANALYSIS OF CULTURAL AND SOCIAL SYSTEMS

Messrs. Effrat and MacGaffey

An introductory examination of the nature and significance of group structure and process, highlighting the principal alternative interpretations (e.g., those of Marx, Freud, and Weber) of the bases of social order and effectiveness. The course will focus on classic and contemporary anthropological and sociological concepts and theories useful in the analysis of several contemporary social problems, including mental illness, ethnic relations, political extremism, and social change. Field work in a mental hospital or settlement house will be undertaken.

12 AFRICAN SOCIETY

Mr. MacGaffey

An introduction to social anthropology through the study of Subsaharan African peoples.

SOCIOLOGY AND ANTHROPOLOGY

14 AMERICAN SOCIAL STRUCTURE

Mr. Schneider

Analysis of the structure and dynamics of complex, industrial societies. Examples are drawn from several societies, but major emphasis is on the United States.

Offered at Bryn Mawr as Sociology 102b.

16 SOCIAL PSYCHOLOGY

Mr. Jones

(See Psychology 16)

20 POLITICAL SOCIOLOGY

Mr. Wehr

An examination of the interaction and interdependence of political and social systems of developing Africa. Analysis will focus on the relations of politics to traditional and evolving social structures and processes, and on those qualities peculiar to political behavior in modernizing societies.

21 RACE RELATIONS

Mrs. Porter

An examination of theories of prejudice and attitude change. The structure of the minority community and its relationship to the majority group will be discussed, with major emphasis placed on analysis of Negro-white relations in the United States. Prerequisite: Sociology 11.

Offered at Bryn Mawr as Sociology 207a.

22 ANALYSIS OF INTERPERSONAL BEHAVIOR

Mr. Hare

The aim of the course is to improve the student's abilities to observe, analyze, and understand his own behavior and that of others in everyday interpersonal situations. The class constitutes a self-analytic training group in which the student is expected to demonstrate his abilities by effective participation in his group as well as in periodic written analyses. Problems for analyses are drawn from events in the group and from written cases.

Not offered in 1967-68.

23 SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR

Mr. Batson

An analysis of the theories and problems of social disorganization and deviant behavior of individuals and groups. Field trips to mental hospitals and prisons.

25 SOCIOLOGY OF CONFLICT

Mr. Wehr

An inquiry into the nature of conflict as a fundamental process of personal, group, and state interaction, examined in its various manifestations at each of those levels of analysis. A comparison of the similarities and dissimilarities between these three orders of conflict will draw upon the theory of Simmel, Marx, Park, Freud, Boulding, Coser, Morgenthau and others. The problem of the non-violent resolution of conflict will receive considerable emphasis and will be approached by way of case studies of successful and unsuccessful efforts at interpersonal, inter-group, and international conciliation.

26 ORGANIZATIONAL ANALYSIS

Mr. Effrat

An analysis of the operation and evolution of large-scale organizations, especially mental hospitals, schools, political parties, and business firms. The course will examine, in cross-cultural perspective, the sources and consequences of various types of authority and communications systems, goals, sanctions, competition, and innovation. The focus will be on problems of effectiveness, bureaucratization, and the relations among personality, organizational structure, and social context. A field study of a "live" organization will be undertaken.

Not offered in 1967-68.

27 AFRICAN SOCIAL STRATIFICATION

Mr. Batson

Findings, methods, and implications of stratification studies in East and Southern Africa. Topics will include concepts, units, biological and sociocultural bases, and functions of stratification. Illustrations will be drawn mainly from field research in Zanzibar, Rhodesia, Lesotho, and the Republic of South Africa.

30 SOCIAL STRATIFICATION

Mrs. Porter

Examination of theoretical and methodological problems in the field of social stratification, with special reference to the relationship between the class structure and the culture and personality systems. The connection between the stratification system and other social institutions, the possibility of class differences in value systems, and the effect of social class membership on socialization and personality development will be among issues considered.

Offered at Bryn Mawr as Sociology 205b.

31 SOCIAL AND POLITICAL RESEARCH AND ANALYSIS

Messrs. Effrat and Waldman

Selection, design, and execution of a study on a contemporary social problem with a view toward understanding methods of data gathering and analysis in sociological research. Topics will include the relation between theory and methodology, selection of problems and hypotheses, research strategies, theory of measurement, questionnaire construction, interviewing, elementary social statistics, and models of explanation.

32 DATA PROCESSING AND COMPUTER TECHNIQUES

Mr. Hare

An advanced course in sociological research methods with emphasis on computer processing of survey data. Students learn to write programs in the FORTRAN computer language and to use basic computer programs for statistical analysis.

Not offered in 1967-68.

33 SOCIAL THEORY

Mr. Schneider

Analysis of the theoretical work of several classical and modern thinkers.

Offered at Bryn Mawr as Sociology 302a.

SOCIOLOGY AND ANTHROPOLOGY

34 ANTHROPOLOGICAL RESEARCH METHODS

Mr. MacGaffey

Analysis of the historical development of research methods in social anthropology, as an approach to current trends. Practical problems in field research and epistemology.

38 AFRICAN CIVILIZATION: TRADITIONS AND TRANSFORMATIONS

Mr. MacGaffey and Visitors

(See General Courses, Social Science 38)

39 SOCIAL CHANGE IN DEVELOPING AREAS

Mr. Wehr

An examination of the impact of the drive toward modernization upon the traditional social structures and relationships, expectations, patterns of economic and political behavior, and value systems within Islamic society in North Africa and the Middle East. Emphasis is given to the interdependence of social and political systems and the significance of political ideology, communication, value conflict, migration, and innovation in the transformation of traditional society. Of special concern will be problems involved in the development of local social, political and economic institutions capable of defining and responding to the material and social needs of rural populations.

41 ANTHROPOLOGY OF RELIGION

Mr. MacGaffey

Terms, concepts, and problems. Contributions of the most important theorists examined, particularly French authors. Special attention to materials illustrating messianism and syncretism. A knowledge of French is helpful.

43 SOCIOLOGY OF SMALL GROUPS

Mr. Hare

Theoretical and experimental analysis of the structure and process of interaction in small discussion, therapy, or work groups. The effects of variables such as leadership, group size, members' personalities, and the communication network will be examined. Class members will conduct and observe experimental groups in the laboratory and use the computer to simulate observed interpersonal behavior.

Not offered in 1967-68.

44 THE DRAMATURGICAL APPROACH TO SOCIAL INTERACTION

Mr. Effrat

An extension of dramaturgical theory to the analysis of interpersonal behavior and mass communication. The course will examine, in cross-cultural perspective, such topics as styles of presentation of self in everyday life, role playing and rehearsal, the dialectic of role development, sources and consequences of societal heroes, villains, and fools, the dramatic structure of social encounters, and the significance of comedy and tragedy.

HAVERFORD COLLEGE

46 SOCIOLOGY OF RELIGION

Mrs. Porter

Analysis of the interrelationship between religion and society, drawing upon the works of major social theorists. Emphasis will be placed on the connection between religious systems and secular culture and social structure. Among topics considered will be the role of religion in social change, the connection between religious and secular values, and the relation between religion and the personality system. Prerequisite: Sociology 11.

Offered at Bryn Mawr as Sociology 209b.

61 RESEARCH SEMINAR ON KINSHIP

Mr. MacGaffey

Experimental evaluation of modern approaches to kinship analysis.

62 RESEARCH SEMINAR ON SOCIAL INTERACTION

Mr. Hare

Participation in designing and conducting research on social interaction either in the laboratory or in a natural setting.

Not offered in 1967-68.

63 RESEARCH SEMINAR ON URBAN PROBLEMS

Mr. Wehr

Field research in surrounding communities on problems of poverty and racial tensions, political pressure groups, and related aspects of the urban setting.

64 RESEARCH SEMINAR ON ORGANIZATIONAL CHANGE

Mr. Effrat

Participation in designing and conducting a study of sources and consequences of change in nearby organizations in fields of mental health, education, and welfare.

66 RESEARCH SEMINAR ON RACE RELATIONS

Mr. Wehr

Field research on race relations in urban and suburban areas.

81, 82 PROJECT AND READING COURSES

Staff

Research papers and reading courses on special topics based upon the individual interests of advanced students. Prerequisite: Approval of a research or reading proposal by the department.

100 SENIOR DEPARTMENTAL STUDIES

Staff

Collaboration with staff in designing a course in the social sciences at the high school level and teaching a tutorial group. Seminar discussions of teaching experiences and problems in the sociology of education. Required of majors and open to others with the permission of the instructors.

ARTS AND SERVICE PROGRAM

The faculty of Haverford College adopted in the spring of 1947 a program designed to cultivate aesthetic perception, creative control of materials, a love of fine workmanship, and other important areas of learning and of experience, such as community service, which have usually been omitted from the liberal arts program. The faculty feels that, though courses in these areas cannot properly be included in the academic curriculum, they are of no less importance in the development of personality than strictly intellectual work.

Every student is required to take eight terms (a "term" in this sense being approximately nine weeks in either the autumn, winter, or spring) of work which is not academic in nature. It is mandatory that five of these terms be taken in physical education. Freshmen must take non-academic work all three terms and must take physical education in the fall term. Upon satisfactory completion of the fall term in physical education, freshmen may petition the Non-Academic Programs Committee for permission to take one of the remaining terms in the Arts and Service Program. Thus, freshmen must take a minimum of two terms of physical education and may petition for Arts and Service work only if they satisfactorily complete the fall term of physical education. Sophomores and juniors are required to take two terms of non-academic work, at least one of which must be in physical education. The student may schedule the appropriate remaining term of non-academic work as he sees fit. Because of the flexibility in scheduling non-academic work, the Non-Academic Programs Committee will consider requests to postpone fulfillment of the requirement only in unusual circumstances. Fulfillment of the requirement means satisfactory completion of three terms of non-academic work, at least two of which are in physical education, by the end of the freshman year; satisfactory completion of five terms, at least three in physical education, by the end of the sophomore year; satisfactory completion of seven terms, at least four in physical education, by the end of the junior year; and satisfactory completion of all eight terms, of which five are in physical education, by graduation. A student who receives an Unsatisfactory in any term must take appropriate non-academic work every term until he is caught up in the requirements.

In its non-academic work, the College insists on the same high quality of teaching which it demands in its academic courses. A distinction in the two types of work is needed not because one is thought to be less

important than the other, but because in the opinion of the faculty the two kinds of work are different and should not be equated.

A student wishing to receive Arts and Service credit for any supervised activity outside the specific programs listed below, must apply in advance to the Non-Academic Programs Committee. His petition must outline in detail the activity, and propose an acceptable means for evaluating his accomplishment. Although students are urged to diversify by taking different courses in the Arts and Services Program, the Non-Academic Programs Committee will consider petitions requesting credit for another term for continuing in an activity.

APPLIED MUSIC

Mr. Reese

Three and a half hours a week.

Students may receive Arts and Service credit for serious and purposeful study of a musical instrument or of voice. This study will be at the student's expense. To receive credit for one term, the student must work for at least sixteen weeks with an instructor approved by the chairman of the music department. At least a half-hour lesson, and three hours a week of practice, are required.

COMMUNITY SERVICE

Mr. Hetzel

This course provides an opportunity for students to participate in the affairs of the community. Upon petition in advance to the Non-Academic Programs Committee arrangements are made for scheduled activities such as Boy Scout and YMCA leadership, volunteer service in weekend workcamps, the Haverford State Hospital, penal institutions, etc.

GLASS BLOWING

Mr. Kusel

Three hours a week

A course in basic glass blowing. A minimum of four students and a maximum of six. Offered in the fall and winter terms.

MACHINE-TOOL WORK

Mr. Wilson

Three hours a week

This course, designed for beginners, will include machine-tool work on the lathe, milling machine, shaper, and drill-press. Those who have sufficient skill will be permitted to use the scheduled period for approved projects of their own choice. Offered in the fall and winter terms. Limited to five students.

ARTS AND SERVICE PROGRAM

MODELING AND SCULPTURE

Mr. Dioda

Three hours a week

A course open to beginning and advanced students. It includes composition, portrait, and modeling from life. Students will begin in plasteline, cast in plaster, and develop creative compositions in various materials. As artists have long been taught to read, so this course aims to teach academic students to see. Offered in the fall and winter terms, for a minimum of five and a maximum of ten students.

PAINTING AND GRAPHIC ARTS

Mr. Janschka

Three hours a week

The purpose of instruction in this course is to help the student in acquiring perception and skill in artistic creation and rendition through the media of drawing, printmaking, and painting. It will involve an investigation of the uses and potentialities of different techniques, employing still life, life models, and imagination. For the advanced student the stress is on picturemaking, but prior experience is not required. Offered in the fall and winter terms. Limited to twelve students each term.

PHOTOGRAPHY

Mr. Wilson

Three hours a week

This is a course for beginners, and will include instruction in the use and characteristics of photographic equipment, the processing of films and papers, and the composition of subject material both indoors and outdoors. Offered in the fall and winter terms. Limited to four students.

RADIO COMMUNICATION

Mr. Benham

Three hours a week

This course consists of projects in radio, such as instruction in the International Morse Code, a study of basic principles, or a construction project (the cost of materials to be borne by the student). It may serve as preparation for the amateur license examination given by the Federal Communications Commission. Offered in the winter term. Admission with the consent of the instructor.

READING AND RECORDING FOR THE BLIND Messrs. Benham and Butman

Three hours a week

This course offers the opportunity of reading to students at the Overbrook School for the Blind, or making tape recordings of short stories, novels, and poetry. Admission with the consent of the instructors. Offered in the winter term, but students wishing to enroll in this course should see Mr. Benham at the time of registration for the fall term.

HAVERFORD COLLEGE

THEATER ARTS—MOVEMENT ON THE STAGE

Mr. Butman

Three hours a week

In this course the student is taught how to move on the stage, both in mime and regular acting. The purpose is mainly to overcome self-consciousness and to help the student in self-expression. Offered in the fall term.

THEATER ARTS—SPEAKING ON THE STAGE

Mr. Butman

Three hours a week

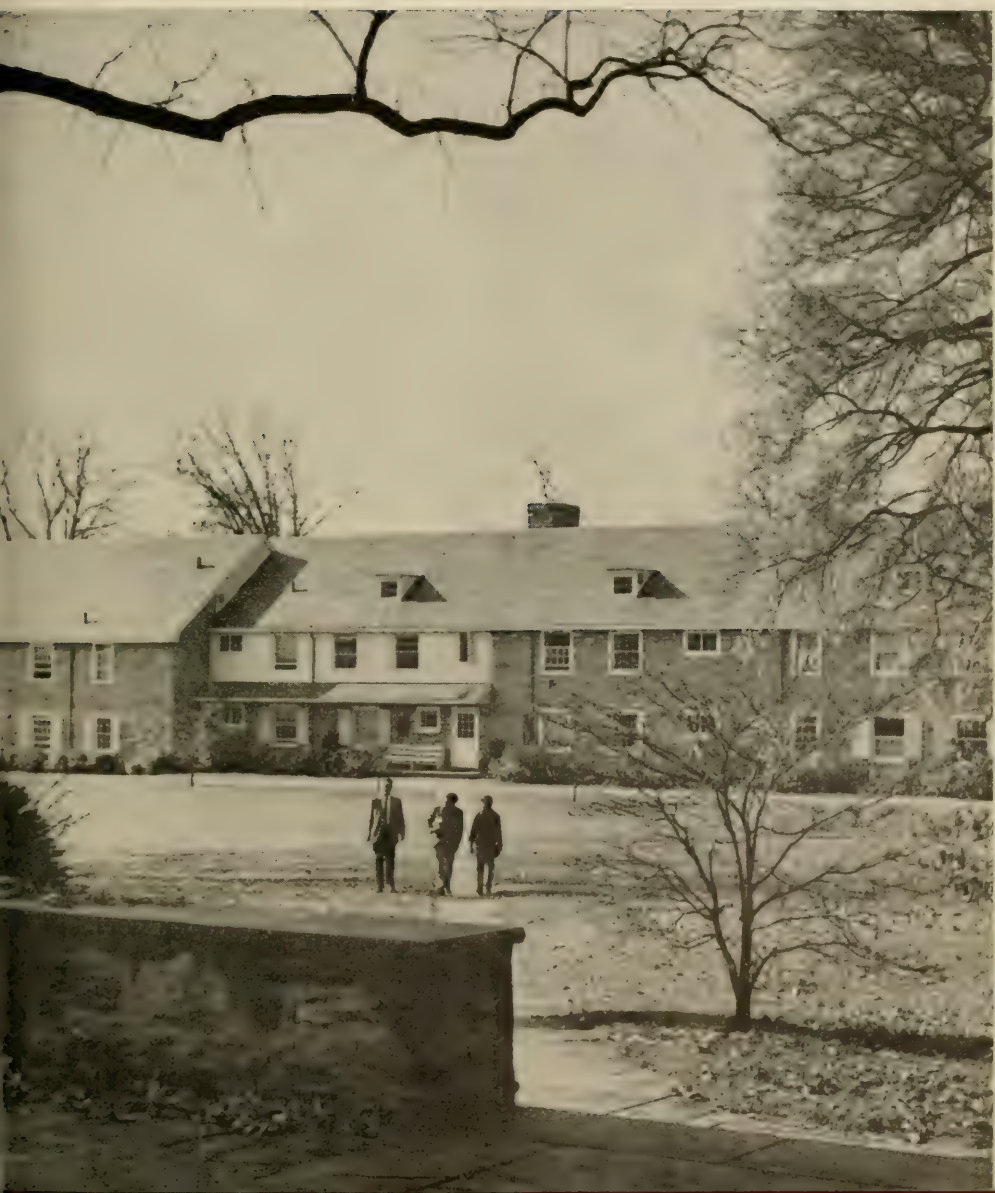
A course in which the student is taught how to use his voice on the stage, both as a formal speaker and as an actor. Training is given in dramatic speaking, verse reading, and public speaking. Offered in the winter term.

TUTORIAL

Mrs. D'Andrea

Students will be assigned to neighborhood children who are in need of aid in academic subjects through the Haverford Tutorial Project. The emphasis is on individual attention to the child's specific needs.

*Student
Services
and
Activities*



HEALTH PROGRAM

The Haverford College health program is under the direction of the College physician, who holds office hours at the Infirmary at stated hours and is available in any emergency. Also available to all College students by appointment at the College Infirmary, is a qualified psychiatrist. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the University Hospitals in Philadelphia. The College nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the College and each year before returning to campus. A report of this examination, on a form supplied by the College and signed by the student's physician, must be submitted to the College physician not later than October 1 each year. Follow-up examinations are given when indicated by the College physician. Influenza vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the college. Pre-entrance chest x-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and first-aid service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, and x-rays needed for diagnosis, and the services of the College physician and resident nurse.

Students will be charged \$5 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000, for each accident. The expenses covered include x-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist's bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the College physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the unit fee which is paid by all students (see page 39).

STUDENT GOVERNMENT

The Students' Association is made up of all undergraduates at Haverford College. The College has delegated to the Students' Association—and the Association has accepted—the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The main instrument for exercising this unusual degree of self-government is the Students' Council, composed of elected representatives from each class.

The Students' Council is both an executive and a judicial body. It handles all phases of the administration of regulations of the Students' Association. It manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the unit fee.

The presidency of the Students' Council is the most important undergraduate office at Haverford. The president represents the student body before the Board of Managers, the College administration, and the faculty, serving both as liaison officer and as executive.

Honor System

The honor system at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the honor system stipulates that one should distinguish clearly between one's own work and material from any other source. Since examinations are not proctored at Haverford, suitable conduct is required by accepted code. In the social area the guiding principle is respect for women guests and for the College community.

The honor pledge is called to the attention of each applicant for admission to Haverford College:

"I hereby accept the Haverford College Honor System, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the Honor System and the attitude of personal and collective honor upon which it is based."

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities under the honor system: (1) to govern his own conduct according to the principles which have been adopted by the Students' Association; (2) in case of a breach of the honor system to report himself to the Students' Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student

is pledged to report the matter to the Students' Council. In this manner each individual becomes personally responsible for the successful operation of the entire honor system.

There are several ways in which the honor system contributes to the quality of student life at Haverford. There is educational value in considering carefully the factors which make standards necessary and in deciding as a group what standards and regulations are needed in a College. It follows that a large degree of self-government is made possible since students are willing to respect those standards which they themselves have set up. At the same time Haverford successfully meets its responsibility to the community by maintaining an acceptable level of conduct. With his privileges and responsibilities more clearly defined, a Haverford student enjoys a freedom which contributes to the atmosphere of integrity and mutual confidence that prevails at the College.

Each entering student must feel confident before selecting Haverford that he can give his active support to the honor system. He should realize that its success, which is of great importance to him personally and to the whole student body, and indeed to the College itself, depends upon his willingness to give it his complete support.

Because of the honor system, students at Haverford can schedule their own mid-year and final examinations within the period of time set aside for them. The inequities which result when the examination schedule is arranged impersonally are thus eliminated. The system is administered by a student committee cooperating with the registrar, and is perpetuated by serious student commitment to academic responsibility and the Honor System.

Student Committees

The SOCIAL COMMITTEE plans for mixers, weekends, and trips.

The COMMUNITY RELATIONS COMMITTEE secures good public relations with the area through tutoring and recreation programs.

The CUSTOMS COMMITTEE is in charge of introducing the freshmen to the College in September.

The CAMPUS CULTURE COMMITTEE publishes a listing of Philadelphia area cultural events, organizes trips to museums, plays, and opera in New York and Philadelphia, and directs the Student Ticket Agency (STAGE) for discount orchestra and theatre tickets.

STUDENT ORGANIZATIONS

THE DRAMA CLUB, in conjunction with the Bryn Mawr College Theatre, produces on the average three major plays a year, alternating between the Bryn Mawr and Haverford stages. The workshop of the club, with lectures and discussions on all vital aspects of play production, is open to all regardless of previous experience.

THE HAVERFORD COLLEGE GLEE CLUB, the chief musical organization of the College, is open to all students who have a love of music and enjoy singing. A schedule of trips and joint concerts with choruses of the principal women's colleges is planned each year, sometimes including a concert tour during spring vacation. The club presents major choral works as well as numbers for male voices. Rehearsals are held twice weekly.

THE HEINRICH SCHÜTZ SINGERS (mixed chamber chorus of Haverford and Bryn Mawr students) is open to qualified singers who are members of the College Glee Club.

THE ORCHESTRA is a combined enterprise with Bryn Mawr College. Concerts are presented during the year and the Orchestra often participates with the Glee Club in the performance of major choral works.

Smaller ensemble groups for chamber music are fostered at both colleges. There is opportunity for instrumental study with noted teachers at nearby music institutions.

THE RADIO CLUB operates the College radio station, WHRC, which broadcasts to both the Bryn Mawr and Haverford campuses. Members of the club arrange programs, operate the station, and build or buy necessary equipment. The studios are located in the Union building.

THE VARSITY CLUB of Haverford College, organized in 1936, is composed of undergraduates who have won varsity letters. Its purpose is to advance the interests and ideals of the College through athletics.

THE SOCIAL ACTION COMMITTEE unites all civil rights, civil liberties, peace, and other social movements under a single organization.

THE HAVERFORD VARSITY MARCHING SOCIETY AND AUXILIARY FIFE, DRUM AND KAZOO CORPS is an informal marching band which plays at football and basketball games and performs between halves.

AIIESEC is an international student organization with chapters in 26 countries. Its purpose is to place students in foreign countries during the summers in order that they may experience different cultural surroundings along with some practical business experience.

STUDENT PUBLICATIONS

THE HAVERFORD NEWS is a weekly newspaper, published on Fridays, during the college year, by undergraduates. There are opportunities for all interested men on both editorial and business staffs.

THE HAVERFORD COLLEGE HANDBOOK is published each fall under the auspices of the Students' Council. It contains information particularly valuable to new students.

THE RECORD, the College yearbook, is published annually by the senior class, with the financial support of the Students' Association.

THE HAVERFORD REVUE is a magazine devoted to student literary efforts. It is normally published twice a year.

*Fellowships,
Scholarships
and
Prizes*



ENDOWED FELLOWSHIPS FOR HAVERFORD GRADUATES

CLEMENTINE COPE FELLOWSHIPS, established in 1899 by Clementine Cope, granddaughter of Thomas P. Cope, member of the Board of Managers from 1830 to 1849.

These fellowships are to "assist worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers."

First and Second Cope Fellows are nominated by the faculty, and selected by the board. Individual stipends, not to exceed \$1,000, are determined by the board.

Letters of application, accompanied by relevant statements of extracurricular activities, must be in the hands of the president by March 1.

AUGUSTUS TABER MURRAY RESEARCH FELLOWSHIPS, established in 1964 by two anonymous friends "in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College of the Class of 1885."

These fellowships are for further study in English literature or philology, the classics, or German literature or philology, in other institutions, toward the degree of Doctor of Philosophy or its future equivalent.

Only unmarried students are eligible. Further considerations are the candidate's promise of success in graduate work and the availability of other financial assistance in his proposed field of study.

Usually one Augustus Taber Murray Research Fellow is nominated by the faculty, on recommendation of the Committee on Honors, Fellowships and Prizes. Individual stipend is \$900. The same student may be awarded the fellowship for two or three years.

Letters of application must be in the hands of the president by March 1.

ENDOWED SCHOLARSHIPS

(It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.)

1890 MEMORIAL SCHOLARSHIP FUND—Established by a member of the Class of 1923 in memory of his father, of the Class of 1890, and in recognition of his father's friendship with the members of his class.

The income from this fund is to be awarded as a scholarship by the College to a deserving student.

M. A. AJZENBERG SCHOLARSHIP FUND—Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City.

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIPS—Scholarships, awarded at the discretion of the faculty to some student or students preparing for medicine, the selection to be based on character, scholarship, and financial need.

CAROLINE CHASE SCHOLARSHIP FUND—Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time president of the College. This fund is an expression of Thomas Chase's enthusiastic appreciation for its high standards of scholarship in Greek, Latin, and English literature.

CLASS OF 1904 SCHOLARSHIP FUND—Established June 4, 1954, in commemoration of the fiftieth anniversary of the Class of 1904. The income from this fund, which was contributed by the class and the families of its deceased members, will provide one scholarship.

CLASS OF 1912 SCHOLARSHIP FUND—The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912. The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student.

CLASS OF 1913 SCHOLARSHIP—One scholarship, preference to be given to descendants of members of the Class of 1913 who may apply and who meet the usual requirements of the College.

CLASS OF 1917 SCHOLARSHIP—One scholarship, preference to be given to descendants of members of the Class of 1917 who may apply and who meet the usual requirements of the College.

CLASS OF 1936 SCHOLARSHIP FUND—Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction.

W. W. COMFORT FUND—This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving College, repay to the fund the amount which he received while an undergraduate.

J. HORACE COOK FUND—Established in 1955 by a bequest under the will of J. Horace Cook, of the Class of 1881, for a scholarship, one to be awarded each year so that there will be a student in each class receiving his tuition from this fund.

THOMAS P. COPE SCHOLARSHIP—One scholarship.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP—One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

KATHLEEN H. AND MARTIN M. DECKER FOUNDATION SCHOLARSHIP—Established in 1958, the Kathleen H. and Martin M. Decker Foundation Scholarship is awarded annually to young men preparing themselves in the fields of physics, mathematics, chemistry, and biology. The Scholarship Committee, in making their selections, will have regard for candidates who rank high in scholarship, leadership, and character. At least one scholarship will be given each year with a maximum grant of \$1000. The actual amount of the stipend will be determined by the financial need of the candidate.

JONATHAN AND RACHEL COPE EVANS FUND—Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans. One half of the income of this fund is to be used for scholarships.

The F of x SCHOLARSHIP—Established by the bequest of Legh Wilbur Reid, who died April 3, 1961 and who was the esteemed professor of mathematics at the College from 1900 to 1934. His will provides that the scholarship is to be known as The F of x Scholarship. The scholarship is to be awarded to a student in the sophomore, junior, or senior class who has successfully completed the freshman course in mathematics at Haverford College, who has shown a real interest in mathematics and who has given promise for the future of his work in that subject.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP—One scholarship, established June 13, 1946, by Mrs. Madeleine Seabury Febiger in memory of her husband, Christian Febiger, of the Class of 1900. The income of this fund is applied in paying tuition and other College expenses of worthy, needy students.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND—Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938 a member of the College faculty. The income from this fund is applied to scholarship assistance to students in humanistic studies, primarily those specializing in the study of Biblical Literature and

Oriental subjects. In special circumstances the income may be utilized to assist those working for a postgraduate degree at Haverford College.

ROY THURLBY GRIFFITH MEMORIAL FUND—Established in June 1952, by Grace H. Griffith, in memory of Roy Thurlby Griffith of the Class of 1919. The income from this fund is to be awarded as a scholarship by the College, preference to be given to boys who have no father and who are in need of financial assistance.

SAMUEL E. HILLES MEMORIAL SCHOLARSHIP—One scholarship.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND—Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, Class of 1888, in memory of his mother, Sarah Tatum Hilles; to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create; to be awarded by the Managers to needy and deserving students; and to be known as Sarah Tatum Hilles Memorial Scholarships.

ISAAC THORNE JOHNSON SCHOLARSHIP—One scholarship, available for a student of Wilmington College or a member of Wilmington (Ohio) Yearly Meeting of Friends.

MARY M. JOHNSON SCHOLARSHIP—One scholarship.

JACOB P. JONES ENDOWMENT FUND—This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

RICHARD T. JONES SCHOLARSHIP—One scholarship.

RUFUS MATTHEW JONES SCHOLARSHIP FUND—Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones "and in gratitude for the excellent educational facilities Haverford provided for me and my son." The principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipient will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from any who might be interested.

GEORGE KERBAUGH SCHOLARSHIP—This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh, Class of 1910, who headed the efforts of the Triangle Society to provide additional stands for Walton Field.

George Kerbaugh's many services to the College include his chairmanship of the committee which raised the funds of the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

C. PRESCOTT KNIGHT, JR. SCHOLARSHIP—Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

MORRIS LEEDS SCHOLARSHIPS—Established in 1953 by the Board of Managers of the College in memory of Morris E. Leeds, a member of the class of 1888 and chairman of the Board from 1928 to 1945.

MAX LEUCHTER MEMORIAL SCHOLARSHIP—Established in December 1949, in memory of Max Leuchter, father of Ben Z. Leuchter of the Class of 1946. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

ARCHIBALD MACINTOSH SCHOLARSHIP FUND—This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP—One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

SARAH MARSHALL SCHOLARSHIP—One scholarship.

CHARLES MCCAUL FUND—Established in 1951 by Mary N. Weatherly. One or more scholarships which shall be awarded to students who show special interest in the field of religion and the social sciences.

WILLIAM MAUL MEASEY TRUST—Established in 1952 by William Maul Measey, a friend of the College, who has been deeply interested in education and who has wished to help students of high quality in the pursuit of their education.

J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP—One scholarship, intended for the member of the freshman class who shall appear best fitted to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the Class of 1900—"a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living."

W. LACOSTE NEILSON SCHOLARSHIP—Established in 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory. The

income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY—Established in 1963 for a resident of the New York area who is a member of the freshman class.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP—One scholarship.

INAZO NITOBÉ SCHOLARSHIP FUND—Established in November, 1955, under the will of Anna H. Chace, the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship.

THE JOSÉ PADÍN PUERTO RICAN SCHOLARSHIP FUND—The fund was established in October 1966 by a gift from Paulina A. Padín in memory of her husband, Dr. José Padín, of the Class of 1907. As both Dr. and Mrs. Padín had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of the scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the College. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for José Padín, who during his lifetime did so much for education in his native country.

LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP—This scholarship is awarded on application, preferably to a member of the freshman class who, in the opinion of a committee representing the donors and the president of the College, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the Class of 1894.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND—This fund was established in July 1965 by a grant of \$2500 from the Reader's Digest Foundation, and substantially increased in 1966 and 1967. The income only is to be used for scholarship purposes.

SCOTT AWARD—Established in 1955 by the Scott Paper Company Foundation. A two-year scholarship award for the junior and senior years, to be given to that student who is planning to embark upon a

HAVERFORD COLLEGE

business career and who is judged by both students and faculty as an outstanding member of the sophomore class.

GEOFFREY SILVER MEMORIAL SCHOLARSHIP—One scholarship, available to a public school graduate in this general area who may enter Haverford.

DANIEL B. SMITH SCHOLARSHIP—One scholarship, awarded in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his college course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply.

JONATHAN M. STEERE SCHOLARSHIP FUND—Established in December, 1948, by Jonathan M. Steere of the Class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, R. I., who shall be a member of the Society of Friends.

SUMMERFIELD FOUNDATION SCHOLARSHIP FUND—Established in February, 1956. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP—Founded in 1949 in memory of William Graham Tyler of the Class of 1858. Preference shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship, and financial need.

A. CLEMENT WILD SCHOLARSHIP—Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild of the Class of 1899. The income from this fund is to be awarded as a scholarship by the College to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

ISAIAH V. WILLIAMSON SCHOLARSHIPS—Three scholarships, usually awarded to members of the senior and junior classes.

CASPAR WISTAR MEMORIAL SCHOLARSHIP—One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

GIFFORD K. WRIGHT SCHOLARSHIP FUND—Established in December 1955, in memory of Gifford K. Wright of the Class of 1893.

EDWARD YARNALL SCHOLARSHIP—One scholarship.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS—Two or more scholarships, preference to be given to a native of New York or Connecticut who now resides in one of those states.

LIST OF PRIZES

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING—A first prize of \$150 and a second prize of \$75 will be given at the end of the sophomore, junior, or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and, not later than April 15, for reporting the achievement to the Committee on Honors, Fellowships, and Prizes for final judgment. Either or both of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS—Two prizes of \$10 each, in books, to be known as the Class of 1896 Prizes in Latin and Mathematics, were established by the bequest of Paul D. I. Maier of the Class of 1896. They are awarded at the end of the sophomore year to the students who have done the best work in the departments concerned.

LYMAN BEECHER HALL PRIZE IN CHEMISTRY—A prize of \$100 was established by the Class of 1898 on the twenty-fifth anniversary of its graduation, in honor of Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a junior, to a senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

CLASS OF 1902 PRIZE IN LATIN—A prize of \$10, in books, is offered annually by the Class of 1902 to the freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the professor in charge of the department, this prize may be omitted in any year.

DEPARTMENT PRIZE IN MATHEMATICS—A first prize of \$30 and a second prize of \$20 are awarded on the basis of a three hour examination on selected topics in freshman mathematics. The examination is

held annually on the first Monday after the spring recess, and is open to freshmen only.

ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES—These have been combined into a single competition offering three awards of \$400, \$200 and \$100 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Registrar not later than May 1. The judges shall be appointed by the president of the College. Prizes will not be awarded if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE—A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory outside reading in philosophy in connection with the courses in that department.

A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

SCHOLARSHIP IMPROVEMENT PRIZES—A first prize of \$50 and a second prize of \$45 are awarded at the end of the senior year to the two students who, in the opinion of the judges appointed by the president of the College, show the most steady and marked improvement in scholarship during their college course.

FOUNDERS CLUB PRIZE—A prize of \$25 is awarded annually by the Founders Club to the freshman who is judged to have shown the best attitude toward College activities and scholastic work.

S. P. LIPPINCOTT PRIZE IN HISTORY—A prize of \$100 is offered annually for competition in the Department of History under the following general provisions:

First—Competition is open to sophomores, juniors, and seniors who have taken or are taking work in the Department of History.

Second—The prize shall not be awarded twice to the same student.

Third—The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

Fourth—An essay of not less than 5000 words, written in connection with course or *honors* work in history, or independently of course work,

treating a subject selected with the approval of a member of the History Department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be typewritten and deposited with the registrar not later than May 1.

NEWTON PRIZE IN ENGLISH LITERATURE—A prize of \$50 established by A. Edward Newton may be awarded annually on the basis of *final honors* in English, provided that the work of the leading candidate, in the judgment of the English Department, merits this award.

WILLIAM ELLIS SCULL PRIZE—A prize of \$50, established in 1929 by William Ellis Scull, Class of 1883, is awarded annually to the upper-classman who shall have shown the greatest achievement in voice and in the articulation of the English language. This prize is administered by the Department of English.

GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS—A prize of \$50 in memory of Dr. George Peirce, Class of 1903, is offered annually to a student of chemistry or mathematics who has shown marked proficiency in either or both of these studies and who intends to follow a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected mathematics or some branch of chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference. The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

EDMUND J. LEE MEMORIAL AWARD—Classmates of Edmund Jennings Lee, Class of 1942, who lost his life in the service of his country, have established in his memory a fund, the income for which is to be given annually to that recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extra-curricular activities, spiritual growth, or college spirit in individuals or in the College as a whole during the year. The award is to be used in continuing to render such service.

WILLIAM W. BAKER PRIZE IN GREEK—A prize of \$25, in books, established in 1954 in memory of William W. Baker, professor of Greek at Haverford College from 1904 to 1917, is given in the study of Greek, and is administered by the Classics Department.

KURZMAN PRIZE IN POLITICAL SCIENCE—A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except

HAVERFORD COLLEGE

when in the judgment of the department no student has done work of sufficient merit to warrant such award.

HAMILTON WATCH AWARD—A Hamilton watch is awarded to that senior, majoring in one of the natural sciences, mathematics, or engineering, who has most successfully combined proficiency in his major field of study with achievements, either academic or extracurricular or both, in the social sciences or humanities.

JOHN G. WALLACE CLASS NIGHT AWARD—A silver cup to be awarded annually to the best actor in the Class Night performances.

PRIZE FOR EXCELLENCE IN THE FRENCH LANGUAGE—The French Department will recommend to the Committee on Honors, Fellowships, and Prizes the names of two students in French 13-14 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded upon approval of the Committee and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.

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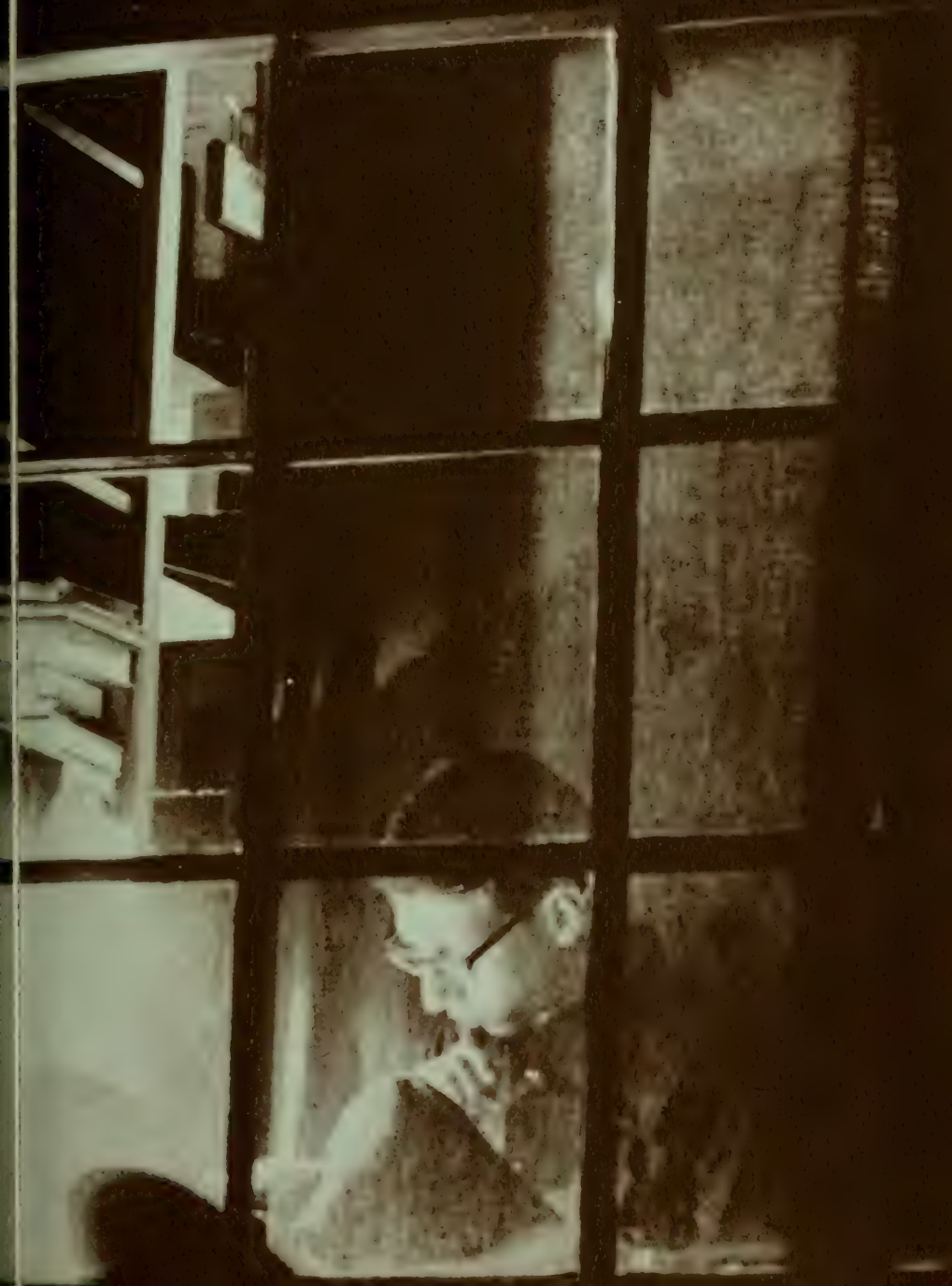
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REPORTS of the LIBRARIAN
and Curator of the Quaker Collection

Haverford College

BULLETIN
1966-67





The Haverford Library, 1887

*with part of the "simple, chaste, and graceful
edifice known as Alumni Hall"*

*Haverford College Bulletin, Volume LXVI, Number Two, November, 1967,
issued four times a year by Haverford College, Haverford, Pa. 19041.*

REPORT of the LIBRARIAN

1966 - 1967

This annual report was prepared at odd moments during July, in a corner of the reconstructed South Wing, my temporary "office." Conditions here and in all other parts of the Library were far from ideal at that time, but the apparent chaos was prologue to progress. Ground was broken for the Library project on April 1, 1966. Now, fifteen months later — for please keep in mind that this report extends only as far as June 30, 1967 — construction of the Magill Library and renovation of the old building are two-thirds completed. By the time this report is distributed the work should be 90 per cent finished.

No Haverfordian needs to be told that this progress is cause for more than ordinary satisfaction. As the new building takes shape and we see how spacious, attractive, and functional it promises to be, we recognize more clearly how crowded and inadequate the older building had become. The college waited a long time, of necessity, before undertaking this project of this scope and expense, but I believe that six or eight months hence everyone concerned with Haverford will agree that the enterprise was worth the time, trouble, and money it cost.

The Library project is successful because of the devoted labors and loyalty of James Magill '07, members of his special committee, the Board of Managers, the late Alfred Crawford, and the many other graduates and friends who have contributed so generously of their time and means to provide the College with an enlarged, modernized building. We all know who deserves the principal credit for getting this enterprise going and seeing it through. I tried to express in my report of last year my sentiments about our debt to James Magill, and here I can only repeat that he has been the inspiration of this enterprise since its commencement. *Si monumentum* *quis ...*

The official goal for the Library, \$2,100,000, was reached by June, 1967. As often happens, the final goal was rather higher than the one first announced. Some necessary and some desirable changes in the plans, unforeseen difficulties and delays in construction, and steeper costs than had been anticipated for interim operations raised our sights from \$1,700,000 to \$2,000,000. Expenses for interim operations means chiefly the cost of setting up and maintaining a Library annex in Lyman Beecher Hall building and

of moving books, equipment, and staff in the main building from time to time. Only those who have tried to run a busy library during a period when the very foundations are being undermined (literally), and parts of the structure closed off, can appreciate the difficulties faced by the staff. That the maintained library services as well as they did is a tribute to their patience and a contribution for which I am sure our readers are grateful. Process was slower than usual; periodicals were received in one building and transferred to another; new books received at Hall building had to be sent to the main building and books for binding and mending from the main building to Hall; science journals sent from Hall to Stokes; and so on. The end is not yet, but when it comes our staff will fully deserve the more ample quarters and amenities they will then enjoy.

Many temporary restrictions on services had to be imposed, but they did not curtail too seriously the basic work of the Library. We continued to keep the main building open from 8 a.m. until midnight. Books and periodicals shelved in Hall and Stokes were available, and those stored in the basement of South Dormitory available on request. Because we could not seat as many readers as usual, Chase Hall was kept open until 2 a.m. every night except Saturday. This arrangement worked well and will be continued in the first semester of 1967-68.

Drastic measures were taken to assure the contractor a free hand during the critical summer months of 1967. The building, including stacks, was closed to students and public; no library services were promised. This was the period when most of the renovating on the main floor of the present building had to be done if we were to regain use of this space by the time the College opened in September. The old catalog room and the reference section were cleared of books, and staff members who had worked in the unpleasantly crowded Treasure Room for most of the year moved to the North Wing for the summer. The public catalog too was installed in the North Wing for the summer. Certain reference books were sent to Drinker and Stokes for this period.

We are indebted to the Bryn Mawr College Library for hospitality to our faculty during the summer.

Before the Magill Library is opened, virtually all books in the present building must be moved to their new and permanent locations. ("Permanent," when used of libraries, means ten to twenty years.) Our peripatetic staff will move from the North Wing to wherever they can find space between now and February; in that month they should be settling down in the new staff room. If, as is the hope when I write this report; all the stacks are installed by October or November, most or maybe all the books can be moved to their new locations by December. The building must be closed for two weeks during the Christmas vacation while the main floor and the floors of the old stacks are carpeted. (Henceforth we shall speak of the basement, first, second, third, fourth, and fifth tiers. What we have been calling the main or ground floor is technically the second tier.) The deadline for construction is January 29, 1968; then several weeks will be needed for installation of furniture and other equipment. We expect, however, to be in the South Wing and probably some other areas of the renovated building before Christmas, whether the new furniture is in them or not.

The famous and at times infamous Library fence was torn down in , shortly after Bastille Day, and for the first time visitors to the site were to get a good glimpse of what the Magill Library will look like.

It will, as I said above, be capacious, attractive, and functional. To meet our requirements by renovating the old building and providing a large addition to it demanded solution of many architectural and engineering problems. Complications and delays have been numerous and vexatious enough, but these will be forgotten a year hence. Besides the much increased storage and reading space, the building will have exhibit rooms, comfortable furniture, good lighting, quiet areas for reading, writing, and typing, and air-conditioning. Air-conditioning alone will surely change the quality of student life as heretofore experienced in the Haverford Library. The facilities provided both for assigned and for independent work in such a college as Haverford, where the student is expected to do a lot of reading and writing, will be better and more numerous than they have been to date.

We have made minor adjustments here and there in the plans during the past year, but no major ones. Our firm expectation still is that, when all new and old are filled, the building will hold over 510,000 volumes and seat 500 persons. It will have 260 carrels, of which 230 will be for the use of undergraduates (22 of these carrels for students wishing to use typewriters) and 30 for faculty. These faculty carrels will be enclosed. They are offices but convenient working space to be assigned to faculty members when they wish to write or read near the stacks.

Those who have kept track of plans or construction do not need elaborate description of the building; others will be content to wait until next year and see for themselves. However, it may be useful to note here, as fully as possible, some features of the building that are more clear to us now than they were a year ago.

The first tier of the addition to the Treasure Room will be a vault for rare books and manuscripts. Just a few days before I wrote that sentence, a scholar who compiled for us the excellent catalog of the William Pyle Manuscripts Collection in 1952 asked me, as a sort of bad joke, whether we still kept those treasures in an old safe, for he had been horrified to discover, ten years ago, that we did indeed keep them there. I had to confess that they are still there, but at least I could add that in a few months they will be housed in a fireproof and — even more important — air-controlled vault. Rare books and significant documents such as those in the Quaker and Pyle Collections are valuable and for the most part irreplaceable property. These rarities have not received and could not receive the protection they deserved, but now at long last this deplorable situation is about to be corrected.

The extension of the Treasure Room will be named the Borton Wing, a fitting tribute to Hugh Borton's interest in Quaker history and in the Haverford Library. The College is indebted to him for strong support of the Library's work and of its plans for expansion. A librarian is always fortunate when the president is himself an experienced scholar and author as well as a leader of books — something that cannot be taken for granted nowadays. I am glad to know that Hugh Borton's name will continue to be associated prominently with this Library.



We shall have two rooms for microfilm and microcard machines. One on the second tier, north side, will have space for six machines and storage cabinets. This room is intended for the use of students and faculty. Above the entrance to the Treasure Room will be a room large enough for three machines; use of this room will be limited as a rule to Library staff, especially Treasure Room staff.

On the first tier, under the South Wing, will be a room named for late Mr. and Mrs. Harrison Hires and furnished by their children, where tapes and discs can be heard. It will seat fifteen persons. At each chair will be a dialing device to enable the listener to select the tape he wants to hear. This will not be a place for "recreational" music but rather for curricular purposes. Music will not be excluded, but the facilities provided in the room will be intended mainly for listening to tape recordings of lectures, poetry, and drama readings, and the like. Facilities primarily for listening to various kinds of music seem to belong rather to the Drinker Music Center and to the Student Center that we hope will be built before long.

The South Wing will have two bays for informal reading, the Christopher Morley Alcove at the east end and another at the south end. Above the stacks in the South Wing is a mezzanine, named for Alfred Crawford, which will, I think, be much used by students who want to write without being disturbed. It will seat 44 persons.

Another informal reading area, adjacent to the Strawbridge Seminary Room on the first tier, will be the Gummere-Morley Room. It will not be much larger than the old Gummere-Morley Room, but the number of study areas in the new Library should afford refuge for readers who like to be comfortable when they read. Nearly all the furniture in the enlarged building will be new, and we have tried to select it for comfort as well as attractiveness and durability.

What has been for the last 25 years the public catalog room becomes the Sharpless Gallery, where our best pictures (I hope) will be hung. Here several display cases will contain exhibits of books, manuscripts, Quaker and Roberts material, and Haverfordiana. We have a great many interesting things to exhibit but heretofore have lacked means of showing enough of them, so we look forward to the opportunity of presenting series of exhibits during the academic year. The Sharpless Gallery will be an attraction for all visitors.

Entering the Treasure Room from the Sharpless Gallery, one will see a redecorated room and, to the left, the new Borton Wing. The first tier of the wing will be the vault, the second a room with staff offices and studies for visiting scholars, the third a gallery and the Harvey Peace Research Room.

A unique part of the Library will be the Cricket Room, which is being built and furnished with funds other than those given for the Magill Library. It will be on the north side of the building between the North Wing and the Treasure Room, with a separate entrance from the outside and a door connecting with the North Wing. It will be open on many occasions but is not designed for general undergraduate use. Why a Cricket Room? Because Haverford is the home of intercollegiate cricket in America; because we have received over the years various memorabilia (publications, photographs, trophies); and because there ought to be at least one place where mater-

ating the history of the game, both in Haverford and the Philadelphia and elsewhere in America, can be preserved. Probably there is much material in homes and clubs in this neighborhood to be added to our collection, which already contains more than enough to fill the walls and shelves of the Cricket Room. One sometimes hears or reads that more is published on cricket than on any other sport, and I do in part believe it. A Hodgson's of London sold at auction an extensive collection of books on cricket last year we were able to buy some 60 volumes on the game in America. A gift from John A. Lester '96 helped us to acquire these publications.

Cricket — dare this be uttered? — is not everybody's way of life, but I am reliably informed by some of its devotees that its excellences cannot be appreciated by the mere observer. At any rate I agree that there ought to be a repository in the United States for records and publications illustrating cricket in America, and that Haverford is the place for such a repository.

Gifts for this room, whether of money for furnishing it or of material on cricket, are welcome. At this writing, Professor Howard Comfort's committee hopes to raise at least \$20,000 to complete the furnishing of the room and to supply a modest endowment for acquisitions through purchase and donations.

This review omits much that might be said about the areas, equipment, and distinctive architectural features the Library will have, but I hope it will suggest why we are pleased with the plans, and why I hope all of you will try to visit the building when it is opened.

One old-fashioned amenity, in which we were perhaps seldom imitated, and which other librarians seldom envied, comes to an end this year: the custom of allowing members of the faculty to have keys to the Library. Because of the possibility of accidents, the difficulty of recovering keys from departing professors, and the increasingly serious problems of security and maintenance, we decided to rescind this privilege after the Magill Library opens. Some professors had offices in the Library, and when the building was closed during most of the summer and on Sundays, having a key to it was more important than it is nowadays when the building is open until midnight six days a week and open Monday through Friday in June and July. Arrangements will be made to allow access to it by faculty during August if the need is urgent.

One new-fangled amenity we expect to do without is "canned" music in the reading rooms. A newspaper report (*Philadelphia Evening Bulletin*, March 13, 1967) informs us that Penn State has been experimenting with "background music" in its undergraduate library. No doubt this kind of thing had to come, and even earlier than 1984, but it is disquieting news. The report says music is piped in to "humanize the library." If humanizing the library involves forcing inescapable noise on a captive audience who are expected to read, write, and think, I am afraid my humanism stops short of such measures. A library staff member at Penn State is quoted as saying that the introduction of music is "an invasion of the privacy of your mind. Wherever you go you're bombarded with sound these days." She couldn't be more distressingly correct. The specious assumption that a student needs to be soothed or drugged if he has a book in his hands or an idea in his

head is the wrong kind of "humanization." Some Penn State students must be added, do approve; one is quoted to the effect that the music makes her "feel happy," and another says she "can't study in complete silence." If the world goes, she may never have a chance to find out.

THE COLLECTION

Considering how many of our books were in "dead" storage last year, how much the construction work interfered with use of the building, and how much of the staff's time was taken up with moving in and out of temporary quarters, moving books, and doing many other extra and emergency tasks, our statistics on addition and circulation of books seem quite satisfactory. In this connection I may remind readers that library statistics, even though honest and in most respects plausible, never tell the whole story and that reliance upon them when comparing institutions may be hazardous. Library associations are trying to make the standards for collecting and classifying such statistics more regular and therefore more useful. Uniformity will not be easy to achieve — is there a precise definition of a "volume" acceptable to all libraries? — but the situation will be improved.

The figures appended to this report state as accurately as possible what they purport to cover, with one exception. Since some of our departmental libraries have no attendants, we do not keep the same kind of circulation record for these libraries as for the main Library and Stokes Library. We intend to do something about this matter, but until we do the reader must assume that circulation figures in these annual reports are somewhat lower than they would be if we had more data on departmental libraries.

This year we publish for the first time the number of microforms (microfilms, each reel counted as a unit, and microcards) added during the past year. These units are texts, though technically not "printed" and not in "volumes." They will play a larger part in library acquisitions and services from year to year and should be included in our reports. Also Government summaries of library statistics now ask for the number of non-periodical Government documents each library acquires. At this time we cannot report how many such documents have been added in past years. If we could, the size of our permanent collection (the first figure in the table of statistics) would be substantially higher.

As of June 30, 1967, our collection numbered 256,223 volumes. The net number added during the year was 6,631, an increase over the previous year despite the worst that builders and movers could do. Circulation figures were fairly good, disruptions to services notwithstanding. Nearly all classes were down from the preceding year, but not so much as we had expected. Students were unable to use some of the carrels in the second semester, a fact that affects some of the statistics on the number of books charged out. Study conditions everywhere in the building were not at the best, and moreover nearly a fifth of the books were in storage in other buildings. Nevertheless we were able to satisfy the wants of borrowers and provide reading room in Stokes and Chase when the main building was full.

Faculty and staff borrowings were about the same as in 1965-1966. Borrowings by students diminished for reasons indicated above. (Another

worth noting is that Haverford students make more use of the Bryn Mawr Library than they used to do; and the same is true of the use of our Library by Bryn Mawr students. The open society is here to stay.) The number of books charged to "outside" borrowers decreased, mainly because we have steps to see that it would. While the construction work goes on we are able to permit secondary school students and the public to use the Library. This restriction does not apply to faculty wives, members of the Library committees, and alumni who live in the vicinity.

Reserve book circulation was nearly as high as in 1965-1966 and — the first time in five years — the number of books put on reserve by the Library was higher. This figure too must be due to temporary restrictions on the use of parts of the building and of the collections.

Both the number of works loaned and the number borrowed through the Library Loan grew, as they do every year.

The number of volumes discarded last year, 146, was trifling, but this year the number of *accessioned* volumes discarded. We cleared out the duplicate collection for the first time in many years: another improvement postponed and evaded but finally demanded by the inexorable advance of the contractor. Some of the several thousand volumes in that collection we shall keep and catalog; most of the others we gave to the Friends World Center, Long Island. If the nucleus of that institution's library consists of approximately 2,500 volumes we have contributed to it in the last few years, it will be a rather odd repository.

Conditions in the past year defeated my hope of completing the cataloging of books left to us by Sigmund Spaeth '05 and John Jacob Enck '43, of the Renaissance collection of Professor Dean P. Lockwood. Mrs. Rose Desjardins was unable to continue work on the Lockwood books, but arrangements have now been made to resume the work and we shall try to complete it by the time the new building opens. The Lockwood books will then be transferred to the Treasure Room.

When settled in our new quarters we should be able to attend more actively to special collections, both with respect to purchases and to administration. The Quaker Collection is well organized, although a back-log of cataloging and re-cataloging of books and documents remains; as is to be expected in a collection which has received many gifts from time to time and has not always had sufficient staff to deal with them. Henceforth all rare books, Quaker and other kinds, and all documents including the extremely valuable Roberts Collection will be kept in the vault in the Borton Wing. The Haverfordiana Collection will be kept in the present Manuscript Room adjoining the Treasure Room.

We add items regularly to the Quaker Collection with funds appropriated for that purpose and with the fund contributed by the Grundy Foundation. The Grundy gift allows us to buy some expensive publications pertinent to Quaker and to Delaware Valley history. Mr. Bronner's annual list lists some of these purchases.

Few additions to the Philips Collection have been bought in the last few years, owing to concentration on building and other urgent Library matters. Lack of a proper place for keeping Philips books has been no

incentive to adding to their number. But this condition will soon change and then we expect to spend as much money on appropriate Philips books as we can afford.

Last year we bought a few letters and papers for the Christopher Morley Collection. On other acquisitions for this collection see below, under "Gifts." The Morley Alcove, furnished principally by Mrs. E. Page Allinson, was a comfortable, informal reading area close to the stacks containing English literature, and is fairly certain to become a favorite spot with students. Photographs and portraits — including a handsome copy by Adrian Laing of the portrait of C.D.M. executed by Joseph Hirsch in 1946 — will hang there. The Lamb painting is the gift of the Book of the Month Club. Christopher Morley would be disappointed to learn that smoking will not be allowed in this alcove, but the combination of old knowledge that wood there's smoke there may be fire and new knowledge that smoking is a health vice must deter us from permitting smoking in public areas of the building.

A grant of \$5,000 from the College Library Resources Program of the U. S. Higher Education Act of 1965, received in June 1966, enabled us to buy a microfilm file of the *Philadelphia Public Ledger* from March, 1927, to May, 1927, and with Grundy funds we are adding the remainder of the file, to April, 1934. In the year just ended we applied for a similar grant with which we expect to add to our microfilm file of the *New York Times*.

In recent years we have heard much about the "paperback revolution." Certainly the availability at low cost of many thousands of titles, including many long out of print, has been a boon to college teachers and students and to the general public. Paperbacks, being cheaper, accounted for only 10 per cent of the dollar volume in national book sales in 1965, but imagine a college bookstore without them. To libraries the paperbacks are not an unmixed blessing, for unless they are exceptionally well made, they must rebound before they can be placed on the shelves. On the whole, however, the paperbacks deserve their popularity, if only because they have brought so many titles back into print and enabled students to increase their library holdings.

The true revolution in publishing, so far as libraries are concerned, is the production of so much material in photocopies. These offer not only texts of every kind at no more than most books cost but can be stored in far less space than printed books require. As I pointed out in my last report, a library can buy microfilm copies of nearly all the 26,000 known books printed in English between 1475 and 1640 for about \$22,000.

In last year's report (page 11) I described a new series, *Landmark Science*, the collected writings of over 300 eminent scientists from antiquity to the present day as well as 3,000 others who have made distinguished contributions. This microprint facsimile will total 3,000,000 pages and will take ten years to complete. Each six by nine inch microprint card contains 100 pages, and the whole collection can be kept on 40 feet of shelf space. I asked whether any benefactor would help us get this series, which cost \$10,000. Nor was that a mere rhetorical question, for a Friend of Haver College — an inveterate supporter of good causes, who prefers to remain anonymous — generously gave the sum needed.

Now besides the satisfaction we take in acquiring the *Landmarks of* *ce* series, there is a moral to be drawn from this experience. When I called attention to the series in my report I did not know that Haverford was to be one of the colleges awarded a Sloan grant for the purpose of strengthening the teaching of science, including the history and philosophy of science, in liberal arts colleges. We already had a course on the history of science, but we shall pay more attention to this subject hereafter, and work will be carried on the better because of such resources as the *Landmarks of* *ce*. The moral is that we should always go ahead and try to acquire really significant publications concerning fundamental subjects represented in the Haverford curriculum, whether we expect to seek or secure them or specialists in the near future or not. If we can show that we have done our best to form good collections of relevant materials, we improve our chances of getting favorable attention from donors, whether individual or corporate.

LIBRARY SERVICES

Although I conceded, a few pages back, that library statistics should not be accepted uncritically, they do allow us to make at least some suggestive comparisons between other college libraries and our own. Several studies have been published elsewhere during the past year have likewise done this for us. These will be cited here because they have good things to say about us; and the statistics could be put to no better use. Is it a world to hide virtues in? A survey made for the U. S. Office of Education by Dr. J. T. McDonough of St. Joseph's College, Philadelphia, rated the libraries of 666 liberal arts colleges.¹ The E. Q. ("excellence quotient") devised by Dr. McDonough takes three factors into account: total number of books in the library, number of books per student, and total library budget for salaries. Each factor was rated from 200 to 800 points and a cumulative score for each library determined. Among the 666 libraries rated, Haverford's tied with Vassar's for seventh place. Bryn Mawr finished ninth and Swarthmore thirteenth. The order of the first twelve was: Oberlin, Wesleyan, Fort Hays (Kansas) College, Trinity (Hartford), Smith, Amherst, Vassar and Haverford, Wesley, Bryn Mawr, Lehigh, Bowdoin. Some day I want to visit Fort Hays College. Haverford stood fourth in number of books per student, but three institutions which stood higher had full-time students of only 15, 15, and 46 respectively.

A study made by Bucknell University rated eighteen liberal arts colleges according to six standards: (1) total number of volumes, (2) volumes per student, (3) library expenditures per student, (4) library expenditures as a percentage of total college general and educational expenses budget, (5) students served per librarian, (6) students served per staff member. Haverford was highest in all but the first of these categories. Not bad. Yet there is reason to be complacent. For example, we spend a lower percentage of our college budget on the Library than we did three years ago. We spend \$100,000 dollars, true, but non-library expenditures have been increasing faster than library expenditures. Again, since the enrolment is rising, the number

A superstitious addict of library statistics will recall at this point that 666 is the mystical number in Revelation.

of books per student and the expenditure per student is falling. Still, it seems clear that our Library continues to rank among the leaders in colleges of our type. We must labor to keep this distinction. If we fall behind it will take a long time to catch up.

As an academic library, ours must be treated and managed in the way best suited to the needs of Haverford College. When questions of financial hours, acquisitions, or staff are raised they cannot be answered satisfactorily from the standpoint of a public library in New Jersey or a junior college in North Carolina.¹ We must deal with our own situation by our own standards and in accordance with local conditions. This principle does not commit us to defiant provincialism but to a decent independence, joined with an awareness of problems common to most libraries.

One topic of perennial concern in many or most libraries is that of security. It is a problem which troubles us too, and we study it when planning the operation of the enlarged building. After spending well over \$2,000,000 on the building, we must see that the books and equipment are properly protected. Since this library is open every night until midnight, we have at least one member of the regular staff on duty until 10:30, with two student assistants at the reserve and circulation desks. When the Main Library opens a watchman will be on duty inside the building from 10:00 until midnight. We have a number of reliable student assistants every year, but because we have visitors from other institutions in the late evening hours, and for other good reasons, it seems well to have a watchman in the building, near the entrance, every night. From midnight until 5 or 6 a.m. a maintenance man will be in the building. These arrangements should be a major help.

With a better organized library we should be able to do more about taking regular inventory and replacing lost books with reasonable promptness. Readers will recall the controversy caused last year by the "discovery" of manuscript drawings by Leonardo da Vinci in the National Library in Madrid. Officials of the library, we read, took the position that the American scholar who found the drawings made no discovery at all. True, the manuscripts had been listed in the wrong catalog for 75 years, but this error was corrected in the 1950s. To have lost such treasures even for a mere 75 years would be embarrassing, one would suppose, but any librarian knows that books are continually getting lost or misplaced, though most of them are found in less than 75 years' time. Remember too that institutional and archival libraries which (like most European ones) do not have open stacks or permit books to be taken out of the building have a right to assume that the work is somewhere in the building, even if "lost" temporarily. American libraries, which may have become too permissive and liberal about open stacks, run more risks unless they make a close check of books, bags, and boxes forth at the door.

Frank Morley, contrasting his youth in Haverford with life in the wicked city of Baltimore, observed that "juvenile delinquency in Haverford had consisted in sneaking off to a secret corner of the Haverford College Library." I fear that irregularities associated with the Library are now more

¹ See my report for 1965—1966, pp. 12-13. Anyone interested in the article mentioned above should read the rejoinder in *AAUP Bulletin* for autumn, 1966, pp. 283-289.

us: not sneaking into the building but sneaking out of it with books not
ed for. Although I am confident that we do not lose more books than
r academic libraries of the same size, we lose too many. And by "lose"
an that borrowers, mainly students (and mainly our own students) are
often negligent or irresponsible about taking books without signing for
h or about ignoring official notices. Last year some unbalanced person
forty or fifty books, removed the bookplates and embossed identifica-
c from each volume, and then returned them surreptitiously. I have sug-
ed, without any effect, that the Library rules be considered an aspect
he honor system. Now that a representative of the Students' Council
ds meetings of the faculty Library Committee, such matters can be
ssed, if nothing more. Since students henceforth will be expected to
ay an identification card issued by the College, staff assistants at the circu-
n desk will request identification from anyone they do not recognize
will refuse permission to take books out unless the person can show
it should be granted to him. Book losses are a subject of so much con-
to librarians that the Council on Library Resources has made a grant to
University of Chicago Graduate Library School for a study of the
ect.

An electronic system that detects a magnetized strip, sheet, or rod
ted in the binding or card pocket of a book is reported to be available
ut that does not sound like something one would expect to find in use
averford, does it? A surprising number of students have told me that
proper solution is to have a guard at the Library entrance to check every-
bags and books upon departure. I say surprising because I would have
ght this sort of inspection distasteful and unwelcome to students in so
a college where standards of maturity and self-government are asserted
e so evident. I want to avoid any such system of inspection until the
building has been in operation long enough for us to draw conclusions.
e problem continues or worsens, then we may have to inspect all books
persons leave the building. Since that would mean adding two or three
oyees to the payroll, it would be a painful additional expense. For this
other reasons I hope it is something we can avoid.

In the new building we shall have a photocopying machine. We thought
stalling a coin-operated machine for use by the public but probably will
le against it and will limit the use to the Library staff. The faculty
tarial office in Founders, only fifty yards away, has an efficient photo-
ing service, and members of the College can get photocopies there at
the price they would be charged by a coin-operated machine in the
ary.

Last year we experimented with a plan of having the Library pay for
opies of articles which are needed from periodicals not received at
Haverford Library and which are ultimately expected to become part of
Library collections. These photocopied articles can be used initially by
ents and faculty without the usual delays for cataloging. This experiment
ins in effect.

Nearly all our departmental libraries continue to be in constant use.
largest, in Stokes, has kept later hours than usual in order to accommo-
readers unable to find space in the main building. In the summer of



1967, Stokes was kept open until 11 p.m. for students in the summer session. We do not yet have a satisfactory system of protecting the books and scrolls in Drinker Music Center library and at the same time making them easily accessible, but we are working on this matter. At the Observatory the departmental library was enlarged a few months ago. The question of adding a departmental library for Sociology was raised last year but we decided that the necessity of one has not yet been demonstrated. Because we shall have for some years to come, plenty of space in the main building, the argument for departmental libraries on this campus is not so persuasive as it used to be. These libraries are a convenience, to be sure, particularly when they are close to laboratories, but we should be slow to add new ones unless the need for this is unmistakable.

Mrs. Suzanne K. Newhall, Stokes librarian, published a note on "Departmental Libraries and the Problem of Autonomy" in the *ALA Bulletin*, July-August 1966, pp. 721-722. Her observations are based on her experience with such libraries on the Haverford campus.

"Co-operation" and "computers" persist as favorite terms, and sometimes mystical symbols, in discussions of library services and progress. I have little to add to what I said on this topic last year. We must and do take advantage of every sound opportunity offered for profitable cooperation with Bryn Mawr and Swarthmore, and to a lesser extent with other institutions. Co-operation does not come about suddenly. For instance, the Van Hoesen committee's report of 1945 on co-operation among Bryn Mawr, Haverford, and Swarthmore libraries recommended among other things that there be inter-library delivery service by truck. Something of this sort affecting Bryn Mawr and Haverford was finally instituted in late 1965. *Eppur si muove*. But "co-operation," although a simple, clear concept to commit to means little until the persons or institutions concerned come to grips with practical problems. I am satisfied that, given the autonomy and traditions of each of the three colleges, we do in fact co-operate effectively. No doubt more can be done, but we must make haste slowly.

As for much larger hopes or efforts such as centralized cataloging, computer-produced services such as the Science Citation Index and ASI (Automatic Subject Citation Alert), we try to keep ourselves informed and we speculate about the utility — and cost! — of these undoubtedly desirable services. Computers aid humanists as well as scientists. A Center for Computer-Oriented Research in the Humanities and Social Sciences has been established at the University of Pennsylvania. One of its functions will be the publication of periodic indexes of all known work in the humanities and social sciences using computers. This center is established by and for the University of Pennsylvania, but I hope its contributions will be easily available to some of our own scholars.

How long it will be until centralized cataloging from the Library of Congress will replace the present mode we do not know. A project to design a regional cataloging and processing center has been undertaken by the New England Board of Higher Education. This center will use a central computer connected to all the participating libraries by a telecommunication network and will use machine-form cataloging data from the Library of Congress when this becomes available. Results of this experiment will be studied carefully by librarians.

An ambitious proposal for centralizing not only cataloging but information comes from Toronto. Computers would catalog information in Toronto all fourteen Ontario universities. "Instant research" by means of closed-circuit TV would reduce the need of actually borrowing an actual book. We can look forward, with mixed emotions perhaps, to the time when there will be an annual prize for the biggest book written by a scholar who has collected the fewest volumes; first prize to him who wrote his treatise without charging a book.

Schemes of this and many other sorts depend on the size, nature, and number of institutions involved, on what one means by "research," and who is to supply the money needed. Meanwhile we ponder such small and local, yet entirely trivial, questions as methods of keeping accession records, of whether to try to change our old-fashioned method of charging books out, or go on. We shall have to keep the present system of charging books until we get the staff, time, and funds for putting envelopes with typed cards in the back of every volume. At least we use the Library of Congress classification system and will not have to face the major expense, as do some other colleges (e.g. Mount Holyoke), of changing from Dewey or some other classification system to L.C.

LIBRARY FUNDS

The easy transition from a review of Library services to Library funds can be illustrated by recent announcement of plans for publishing in 1960 the portion of the National Union Catalog which extends to 1956. This inventory, consisting of sixteen million cards at the Library of Congress, in addition to the usual information, the location of important books in the L.C. and in other major North American libraries. A comparable catalog has been issued since 1956; now the earlier part is to be published.

NUC is an indispensable bibliographical tool that we must buy. Its 600 volumes will cost \$9,000 or more and must be shelved in an area convenient to staff and to users of the public catalog. And this is only one example of purchases that cannot be avoided yet had not been budgeted.

Like most commodities these days, books and periodicals go up and up in cost. So do our needs. In this respect we are in precisely the same situation as other active libraries. We refrain from buying many publications that I believe we should get. Before ordering expensive books or periodicals we find out whether they are available at other libraries in the vicinity. But this prudence will not exempt us from buying what we should provide for the requirements of Haverford faculty and students. Obviously we must do what the various academic departments think they need most. Second, we must buy more and more publications not of departmental interest alone but of inter-departmental and general relevance. Third, we must buy reference works, which multiply at a discouraging and expensive rate. Fourth, we should have sufficient emergency funds for just such unforeseen purchases as the *National Union Catalog* or *Landmarks of Science*. We were lucky enough to get *Landmarks of Science* through a gift, but we cannot always count on finding a donor in such contingencies.

In the four years 1959-1963, we spent \$122,116 on books, periodicals, serials, and binding. In the four years 1963-1967, we spent \$189,678; that is, \$37,201 in 1963-1964, \$44,844 in 1964-1965, \$49,130 in 1965-1966 and \$58,503 in 1966-1967. At first glance these figures seem to show an impressive increase. They are not so impressive, however, when we consider the rate of increase in cost of publications, and consider also the increase in the College budget for non-library expenditures since 1959. For if our calculations are correct, the percentage of the College educational and general budget that is spent on Library expenditures has been going down steadily. In 1963-1964 this percentage was 9.0; in 1964-1965, 8.5; in 1965-1966, 7.9; in 1966-1967, 6.9.

What we need sorely is unrestricted money for books. Last year we allotted a total of \$10,000 to 21 academic departments for books of their choice. This was the highest sum ever appropriated to departments for their exclusive use, but it was not enough. We have many restricted funds, most of them decidedly small, but these cannot be spent for general purposes. Some of these funds, including the larger ones, e.g. Rufus Jones and Grundy are important when we look around for money to buy books on certain subjects. But what we need is "free" money for large allotments to (1) the departments and (2) the librarian for buying whatever he thinks this Library should add — and there is a lot of it — but cannot get with money restricted to special subjects or controlled by the departments. In these days, when knowledge cannot easily be confined within the same neat departmental categories devised half a century ago, and the interests of one academic department are constantly merging with those of several others, we need for general and interdepartmental books alone at least \$10,000 a year in unrestricted money. Since 1960 the Library has received at least \$5,000 annually from the general College budget for book purchases. This sum has to be used for departmental allotments. Most of the expenditure for book purchases comes from restricted, endowed funds.

With periodicals we have done better than with books, because the Philips Fund has paid for most of the learned or specialized journals we take. In March, 1965, a faculty committee (see my annual report for 1964-1965) recommended, and the College agreed, that:

1. The sum of \$15,613 of the Philips surplus be used "to strengthen our periodical and rare book collections in any way deemed appropriate by the librarian."
2. That in each of the years 1965-1966, 1966-1967, 1967-1968, 36 percent for periodicals and 3.4 percent for rare books be allocated from current income of the Philips Fund.
3. That during this period the total annual Philips income to the Library for periodicals be maintained at \$35,000. (Part of this sum must be used for contributions to several staff salaries, however.)

This arrangement has been a boon, but since it lasts only one more year we must, during 1967-1968, review Philips resources again. If necessary, we shall use \$9,000 of the aforementioned \$15,613 to buy the National Union Catalog; but we must take a hard look at the probable cost of periodicals for the next five years and the rate at which we add new titles. New courses, new programs, new instructors require new periodicals and

is. Now and then a Rockefeller or a Sloan or some other grant comes along and buys some new periodicals for a year or so — but Philips must provide for them thereafter.

We shall soon have a fine building, but what we buy for its shelves will cost more every year. Yet the price of not keeping up to standard what we have (and neutral judges agree) is an unusually good library would be too high to pay. "Content with little but hoping for more," in Charles Lamb's words, may be the key to a happy life but it won't buy books. Provision of an endowment for books as well as building is a sound policy for which, historically, there is precedent at Haverford. When the old building of 1864 (the North Wing) was built, a number of Friends, "encouraged by this spirit of liberality" — the gift of Thomas Kimber, Jr. that made the building possible — contributed an endowment for books. I hope the liberality of those who have made the Magill Library possible will inspire others to provide on a comparable scale for the acquisition of books.

LIBRARY LECTURES

The Library Associates held only two meetings in the past year, but had excellent programs and large attendance. At the first, on December 15, Mrs. Catherine Drinker Bowen talked about the making of her latest book, *Miracle at Philadelphia*. This lucid account of the Constitutional Convention is the fifth of her books to be featured by the Book of the Month Club, and like her previous ones — on Justice Holmes, John Adams, Sir Isaac Newton, and Francis Bacon — impressively combines scholarship and

Mrs. Bowen's lifelong association with Haverford made the occasion of her lecture an additional pleasure.

On April 9, Ralph M. Sargent, senior professor of English at Haverford and a specialist on botany as well as literature, gave a delightful illustrated lecture on "William Bartram's Southern Highlands." Bartram, the son of America's first naturalist, John Bartram, was a celebrated botanist and explorer. His *Travels through North and South Carolina, Georgia, East and West Florida* (Philadelphia, 1791) quickly became the leading account of American flora and fauna and was a favorite source of information on America for some of the leading writers of the day, including Wordsworth, Coleridge, and Chateaubriand. I should add that one of the works we bought for the Philips Rare Book Fund last year was a copy of the first printing of Bartram's *Journal* (1766) describing his travels in Florida.

Because of Library construction, the June meeting of the Associates was postponed. Of course we can no longer hold the annual garden party, for the garden of the Library is gone. After next January, however, we should be able to resume meetings in the Treasure Room. The adjoining Borton Room will have a separate entrance, on the north side opposite Chase, for the convenience of our members; and there will be a kitchenette for our use at one end of the Treasure Room.

Mrs. Marian Boben, who resigned as secretary-treasurer of the Library Associates, was succeeded by Mrs. Frances Barnett of the Library staff. Mrs. Barnett can be reached at the Library by any member who wishes to

send dues payments — and please send them — or who may want a membership card. Members of the Library Associates are always welcome to use the Library and to borrow books from it, but they are asked to show their card at the circulation desk upon request. Dues received from Library Associates buy many books of general interest, books which otherwise we would not acquire. I hope many more graduates, friends, and neighbors of Haverford will join this useful organization. Annual membership, which costs \$10, is an inexpensive but genuinely helpful way of strengthening the Library collections.

The lecturer in the endowed Haverford Library Lecture series last year was Dr. Krister Stendahl, Frothingham Professor of New Testament Studies in Harvard Divinity School. On March 10 he gave to large audiences two lectures on "Interpreting the Bible Today" and "Interpreting Paul Today."

STAFF

Mrs. Marian Boben resigned as library assistant and Mrs. Jessie Prioleau as secretary.

William Brinton was appointed cataloger, with assignment to the Quaker Collection. He is a Haverford '32 graduate, studied at Penn State, Cornell, and Columbia, and has worked in several public and academic libraries. He is continuing library science studies at Villanova University.

Mrs. Sylvia Schnaars, a graduate of Ohio Wesleyan University and Villanova Library School (with additional studies at Drexel), was appointed serials librarian, effective July 1, 1967. She has been a member of the Library staff for the last two years.

Mrs. Barbara Curtis joined the Quaker Collection staff a year ago to continue the work on the *Dictionary of Quaker Biography*. This enterprise is supported by special funds. Mrs. Curtis, a Bryn Mawr alumna, did graduate work at Radcliffe and Chicago and is near completion of studies for a degree in library science at Drexel.

Charles N. Welsh, Jr. '51, curator of Haverfordiana, has our warm thanks for many services during the past year besides the care of Haverfordiana. He was particularly helpful in the various moving operations.

Staff organization plays an increasingly evident role in plans for administering the enlarged Library. New facilities, more space, and additional resources imply additional functions and services. We do not expect to meet all requirements without careful review of departmental organization; nor, I might as well add, can we expect to operate a building doubled in size and with growing collections without assuming that the staff must grow too.

That the contributions of the staff are appreciated by readers, both regular and the visiting ones, is often attested by communications I receive. One comment praises the Library and "le zèle aimable de ses bibliothécaires." A new member of the faculty wrote about "the wonderful spirit of cooperation and service of your staff." The staff have my thanks for their cheerfulness and patience during an admittedly trying year, when moving books, moving offices, and keeping up with the regular work was far from easy. There will be more temporary moves before staff and books are comfortably established in the Magill Library.

Mrs. Reese and Mrs. Ralph, assistant librarians, were in charge of most of the library operations. Some of their usual duties had to be turned over to others, especially Mrs. Miehle, Mrs. Craig, and Miss Stowe; but all staff members served wherever needed. Mrs. Ralph planned and supervised all library building operations. Some staff members met regularly with the architects' representatives, while others served on committees planning new Library facilities. Staff have been consulted on desks and other furniture, fabrics, and library equipment. A library is too important to be built without as much consultation as possible with experienced librarians who will be expected to operate the new building efficiently.

The new main staff room, at the rear of the second tier, will have space for eight catalogers, four typists, and five persons in acquisitions and related work. Not all the desks will be filled at first, needless to say, but we are planning for the years ahead. On the first tier, beneath the new staff room, will be a staff lounge and a large space for mending and binding.

I am glad to report that, thanks to the assistance of the comptroller and others, we now have a somewhat improved salary scale for professional librarians. We are still an uncomfortable distance behind the place where we want to be. This situation is one to be kept in mind in the next few years, for we shall lose some of our specialists by retirement. Replacing them with suitably qualified persons will be hard, even apart from salary scales. When, for example, we compete for trained catalogers who have command of some of the less common (in this country) languages, we shall have to offer more substantial inducements than the Haverford scenery or society, for these are unquestionably rare.

Mrs. Kunyia, Mrs. Miehle, Miss Stowe, and Miss Hyslop attended the American Library Association convention in New York in July, 1966. Mrs. Stowe attended an Institute on the Use of Library of Congress Classification. Haverford's is one of 89 American libraries that have used L.C. classification for twenty years or longer (thanks to Professor Lockwood's foresight). We have received requests from other libraries for advice on changing to L.C. classification.

Last July Miss Stowe attended a conference on "Library Collections for the Western Studies," held at Douglass College. In the previous year she represented Haverford at a similar meeting at Earlham College. The purpose of the Douglass meeting was to examine the need for enlarging in American libraries the number and quality of published materials from developing countries of the world, and to furnish some practical guidance in the troublesome task of evaluating and acquiring these materials. A report on this conference by Miss Stowe appeared in the *Library Journal*, 91 (1966), 3645-6, under the title "Look to the East."

Before concluding the formal part of this report, I should like to add the names of three men whose various associations with Haverford and with libraries deserve notice.

Aldo Caselli, comptroller and business manager of Haverford College for 21 years, died on September 9, 1966. A man of remarkable diversity, he was well informed on rare books, manuscripts, typography, music, painting, and much else. I recall how my growing suspicions that Haverford was an unusual place were confirmed, on my first official visit to the campus,

when the business manager brought out some of his fine sixteenth-century books and talked learnedly and enthusiastically about literary and bibliographical matters which a business manager is not ordinarily expected to know about. My acumen in business being in inverse ratio to Aldo Caselli's knowledge of bibliography, I was at a disadvantage whenever our conversations shifted from books to bookkeeping; but there was never any doubt about his concern for the welfare of the Library and his devotion to all the *litterae humaniores* preserved in libraries. When he left Haverford he gave us many books from his own shelves.

Although no longer news, the appointment of a Haverford graduate William H. Bond '37, to be librarian of the Houghton Library and professor of bibliography at Harvard University ought, I think, to be recorded in this report. Among repositories of rare books, prints, and manuscripts, the Houghton ranks very high; among academic collections in the western hemisphere it is probably unique. To Haverford scholars, therefore, Dr. Bond's appointment as director of this great collection is a source of pleasure.

Another source of pleasure for those interested in libraries and in Haverford is the recent biography of Louis Round Wilson, by Maurice F. Taber (Columbia University Press, 1966). Louis Wilson, Haverford '99 LL.D. 1932, is the dean of American academic librarians. He was librarian at the University of North Carolina from 1901 until 1931 — the library building there is named for him — and head of the Graduate Library School at the University of Chicago from 1932 until 1942. He initiated many practices, policies, and ideas in academic librarianship.

While a Haverford undergraduate, Dr. Wilson served (1895-1898) as an assistant to the librarian, Allen Thomas. He still remembers the occasion when he informed President Sharpless that for reasons of health he would have to spend his senior year at Chapel Hill. Isaac Sharpless replied simply "Wilson, thee knows the college will run without thee." It did; but the embarrased student, now in his 91st year, has not yet decided whether he was being rebuked or merely told an indubitable truth in a plain, direct way.

Dr. Wilson observes that the expanded Haverford Library "will be a far cry from the north wing, with overhead gallery reached by a perpendicular ladder, and southern wing used principally as college auditorium and overflow of books from the north wing. It was always something of a feat to climb the ladder and carry books up at the same time. It was also disconcerting to the readers below to have grit dropping on their heads from the coarse jute covering of the iron open-work aisles above them. Fortunately, the comparatively few books in the gallery were not in great demand, and the alcoves below otherwise provided an inviting atmosphere for study."

GIFTS

As in the past two years, gifts to the Library building are not included here but are listed in other reports. Names of some donors, however, belong in more than one list. Mrs. E. Page Allinson, for example, has contributed a portrait and photographs for the Morley Alcove in addition to furnishing this alcove. William L. Hires '49, who with his brother and sister will provide the Hires Audio Room in memory of their parents, has given us 22 letters for the Morley Collection.

Magill '07, Charles B. Moore '49, Elliston P. Morris '22, Harold H. Moore '04, J. Philip Neal '41, Barrett Parker '32, David H. Parsons, Jr. '34 (in memory of Mrs. S. Harold Sargent), L. Arnold Post '11, Edward Rich '28, Charles A. Robinson '28, Charles R. Robinson '62, Charles A. Shields '70, Herman K. Stein '05, Samuel B. Sturgis '12, Charles M. Tatum '28, Harold S. Thomson '43, Leland Webber '70, Louis R. Wilson '99, William D. Wixom '51, Class of 1917, Class of 1966.

Haverford Faculty: Hugh Borton '26, Daniel J. Gillis, Harvey Gliedman, Marcel Gutwirth, Douglas Heath, Theodore B. Hetzel '28, Holla Hunter '43, James Irving, Ariel Loewy, Wallace T. MacCaffrey, Robert Mortimer, Harry W. Pfund '22, Ralph M. Sargent, Fay Ajzenberg Seligson, John Spielman, Howard M. Teaf, Jr., Craig R. Thompson.

Individuals: Paul S. Avsenew, Joseph Beatty, Eli Black, Walter Blackstock, Mrs. Edward M. Cheston, Mrs. Nigel Cholmeley-Jones, Robert Clothier, Mrs. Marie P. Dohan (in memory of Joel Sunderman '64), Howard O. Eaton, D. G. Garan, Else Goldberger, Benton L. Hatch, Charles H. Hays, Clarence A. Henry, John Hoberman, Dr. Prynne Hopkins, Constance Hyslop, John J. Huxley, Mary Hoxie Jones, Stuart Kaplan, Family of Edward J. Keating, S. K. Kirpaloni, Henry Klein, Dr. Bertram W. Kohn, Agnes Brown Leach and Henry Goddard Leach, Robert M. Lockwood, Mrs. Isabelle Gamble MacCaffrey, Rev. Leo McLaughlin, S.J., Mrs. M. MacLean, Senator Mike Mansfield, A. V. Mansur, Mr. and Mrs. Carlisle Moore, Mr. and Mrs. Irving Neuman, Peter Noon, Mrs. Cletus Oakley, John P. O'Connell, Miss Amy L. Post, E. E. Price, John J. Pullen, Frederick R. Sayen, Mr. Alfred G. Scattergood, Charles W. Smith, Family of Edward Wanton Smith, Sarah A. G. Smith, Craige M. Snader, Jr., Herbert W. Starr, Shirley Stover, Ray S. Tannehill, Miss Marjorie L. Thompson, Paul Tishman, Mrs. Ray Turner, Mr. and Mrs. Dean Vincent, Jr. (in memory of Edward H. Mansfield '31), F. W. von Meister, Miss Alice M. Whiting, Donald Wing.

United States Government, State and Local Agencies: Chicago Board of Trade, Federal Reserve Bank of Philadelphia, Library of Congress (Public Law 480), National Aeronautics and Space Administration, National Bureau of Standards, City of Newark, New Jersey, Commonwealth of Pennsylvania, City of Philadelphia.

Foundations, Institutions, Societies, Etc.: Academy of Sciences of the U.S.S.R., American Anthropological Association, American Association of Fund-raising Counsel, American Bible Society, American Council on Education, American Federation of Labor and Congress of Industrial Organizations, American Federation of Teachers, American Friends Service Committee, American Petroleum Institute, American Textile Manufacturers Institute, Amherst College, Atlantic Institute, Bibliographical Society of the University of Virginia, Bolivarian Society of the United States, Brandeis University, Bucknell University, Carnegie Commission on Educational Television, University of Chicago, Columbia University, Committee for Economic Development, Conference on Savings and Residential Financing, East-West Center of University of Hawaii, Maurice and Laura Falk Foundation, Foundation for Foreign Affairs, Goethe Institute, Health and Welfare Council, International Astronomical Union, University of Iowa, John Hopkins University, LaSalle College, League of Women Voters (Lower Merion Township, Pa.).

Line School Night, University of Massachusetts, Montgomery County Community College, Moral Re-armament, National Advisory Commission on Selective Service, National Association of Manufacturers, National Board of Fire Underwriters, National Science Foundation, State University of New York, Newcomen Society in North America, Northwestern University, Organization of African Unity, University of Pennsylvania, Pennsylvania State University, Princeton University, Public Welfare Foundation, Rockefeller Foundation, Rosemont College, Russell Sage Foundation, Smithsonian Institution, Swarthmore College, Syracuse University, Utah State University, Wesleyan University, West Chester State College, Women for Peace.

Industries: Academic Press, Inc., American Elsevier Publishing Co., Bell Telephone Company of Pennsylvania, W. A. Benjamin, Inc., Burgess Publishing Company, Burlington Industries, Inc., Christopher Publishing House, Pharmaceutical Products, Eastman Dillon Union Securities Co., First National Bank of Santa Fe, W. H. Freeman & Co., General Tire & Rubber Company, Graham, Savage & Associates, Inc., G. K. Hall & Co., Harper & Row, H. Rinehart & Winston, Inc., J. B. Lippincott Co., McAllister Books, McGraw-Hill Book Co., David McKay Co., Inc., Macmillan Co., Microfilm Division, Bell & Howell Co., National Repertory Theatre, Oxford University Press, Prentice-Hall, Inc., Princeton University Press, Reinhold Publishing Corp., W. B. Saunders Co., Sears Roebuck & Co., Sperry Rand Corporation, Village Voice, Villanova Press, Wildenstein & Co., Inc., University of Wisconsin Press.



LIBRARY STATISTICS

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1 9 6 7

Growth of Collections

Total number of volumes (as of June 30, 1967)	256,223
Number of volumes added in 1966-67	
By purchase	4,853
By gift	920
Government Depository	199
Quaker Pamphlet Collection	805
Total	6,777
Number of books disarded	146
Total	6,631
Microforms added in 1966-67	
Microfilm reels	466
Microcards	489
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	955 u

22.

Circulation

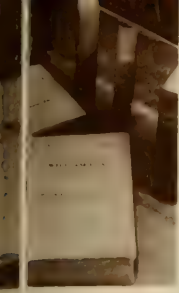
Faculty and Staff borrowings	3,949
Students	12,096
Outside borrowers	7,270
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Total	23,315
Books charged out to carrels	799
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Total	24,114

Reserve Book Room

Books put on reserve	2,892
Reserve book circulation:	
Library use	12,312
Overnight	2,953
Total	15,265

Interlibrary Loan

Borrowed	909
Loaned (including photocopies)	1,280



Report of the Curator of the Quaker Collection

1966

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1967

The centennial of the beginning of the effort to accumulate "... an important reference Library, especially for works and manuscripts relating to our own Religious Society," passed unnoticed on April 5, 1967, for the staff of the Quaker Collection was entirely occupied with current problems related to construction and renovation, and had no time for a proper commemoration.

It was not entirely inappropriate that this milestone should have been ignored, for the original decision, incorporated in the Report of the Board of Managers to the Corporation in April, 1867, was merely a part of a long paragraph about the Library, and is not mentioned in the manuscript Minutes of the Board of Managers. However, the decision may have had some influence with Board members for the expenditure for "Library and Apparatus" supplies in the annual budget increased from \$6.50 in the year ending in February, 1867, to \$163.53 the following year. Fortunately, for the sake of the Library and those using it, there was a separate Library Fund with an annual income of approximately \$700.00, which made it possible to purchase many new books each year.

In 1867 the Board of Managers was preoccupied with a deficit of more than \$5,000 for the year (in a total budget of less than \$25,000), and appointed a special Committee on Rentrenchment to find ways to balance income and expenditures. It decided to increase the cost for a year at Haverford to \$375.00, and to charge students for some services which had formerly been provided free.

In addition, the Board was faced with a need to make a change in the faculty. Edward D. Cope, who later became a famous paleontologist, resigned, and was replaced by Dr. Henry Hartshorne '39, with the title of Professor of Organic Science and Philosophy. The other three faculty members at this time were: Samuel J. Gummere, President and Professor of Mathematics, Physics and Astronomy; Thomas Chase, Professor of Classical English Literature; and John H. Dillingham, Superintendent, Assistant Professor of Greek and Latin, and Librarian.

The Library contained 4,344 books in 1867; this figure included 413 received as gifts for the year, plus 226 purchased by the College. Books written by and about Friends were all cataloged along with other volumes in the Library, then, as well as today, which makes it most difficult to decide how many volumes fitted into a Quakerly category. The report also referred

to some 1,700 volumes in the Library of the Loganian Society, a literary group on campus.

In listing the courses offered in 1867 the prospectus noted the textbooks to be used in each course. Thus the Library, with 4,344 volumes or approximately 100 books for each of the 44 students, was probably quite adequate at the time, for the wide reading of books and other printed material was not encouraged as it is now. The rules drawn up for students to follow included this provision: "No books or periodicals shall be brought to the College, or retained by any Student, unless with the approval of the Faculty."

Today the expenditures on the Quaker Collection alone nearly equal the total budget for Haverford College one hundred years ago. However, it would not be improper to point out that the Quaker Collection makes a greater impact on the scholarly community than the entire college did a century ago. This influence can be measured, at least in part, by the scholars who come to work in the Quaker Collection and by the inquiries which come by mail.

The number of scholars who worked in the Quaker Collection during the year decreased slightly from former years, largely because we discouraged persons from coming while we are in this period of disruption and crowding. Despite these conditions a good many scholars came from many academic institutions both in this country and overseas to work in our manuscript and printed collections. Several scholars were working on master's theses and doctoral dissertations, and others were preparing new books and articles. In addition, a number of persons came to study local history, genealogy and other subjects.

Below are listed some of the more important topics:

4. Conscription in Britain, 1914-1918
 Discipline among Friends in Colonial Pennsylvania
 Early Quaker Mystical Religious Experiences
 Eighteenth Century American Bookbinding
 Eighteenth Century Quakers and the Moravians
 Family Structure in Colonial Quakerism
 Friends and Cultural Change
 Friends in California
 Friends in Education
 Friends in the American Revolution
 The Gummere Family in Quaker Education
 John Greenleaf Whittier (1807-1892) and his friends
 John Woolman (1720-1772)
 Political Philosophy in the Seventeenth Century, and Quakers
 Puritanism and Science
 Quakers during the American Civil War
 Quaker Political Activity, 1750-1800
 Quakerism and Christianity
 Rufus M. Jones and Mysticism
 Seventeenth Century Mystics, and John Saltmarsh (d. 1647)
 Stephen Crisp (1628-1692)
 Tract Association of Friends in America, 1816-1966
 Westward Movement of Friends
 William Sewel's Dictionary

inquiries by mail increased substantially during the year, which meant many hours were spent by the Quaker Collection staff in preparing the many replies. More than 200 queries were dealt with, representing a 75 per cent increase over the previous year. While some questions were answered quickly, and with little effort, others required substantial and frequently one reply led to additional requests for assistance.

The staff of the Quaker Collection provides many other services. The *American Heritage* magazine asked for photographs of pictures, maps and pages of books, to illustrate a new volume on the colonial period. The Religious Education Committee of the Friends General Conference made a list for materials to be photographed for the new publication, *Quaker Contributions to Light the Future*, and it took several days to assemble these

There has been new interest in the Rendel Harris Collection of Ancient Oriental Manuscripts, collected by Rendel Harris when he was a professor at Haverford late in the nineteenth century. While these are not in the Quaker Collection, they are supervised by the staff of the Quaker Collection in the Rare Book Room. One request for microfilming came from Jerusalem, and the other from Los Angeles. More than forty other requests for microfilming or for non-Quaker material from the Charles Roberts Autograph Letter Collection were also processed by the staff, in addition to assisting scholars who came to consult the Roberts Collection in person.

Exhibit cases have been in storage during the construction period but are now in place in the foyer of Stokes Hall during the summer when inter-collegiate guests visited the Haverford campus before attending the Fourth World Conference of Friends. The exhibits featured such specialties of the Quaker Collection as the papers of Rufus M. Jones, Friends and Indians, and manuscript Quaker journals. The visits to Haverford included a tour of the campus and a trip to the meetinghouse burial ground where Rufus Jones and John Wilhelm Rowntree are buried. The staff also prepared an exhibit for the Philadelphia Yearly Meeting which illustrated the world family of Friends, the Friends World Committee for Consultation, previous world conferences, and materials about Friends in the Carolinas, to serve as background for the Fourth World Conference at Guilford College, July 24 to August 3, 1967.

The Quaker Collection continues to assist the libraries in other Friends colleges through providing duplicate materials. We make it a practice to provide virtually all offers of Quaker material, with the understanding that the duplicates will be handed on to other institutions. Swarthmore College added a substantial number of yearly meeting Minutes to its collection from our duplicates this year, in addition to other books and pamphlets. Wilmington College was also given assistance, and several boxes of books went to George Fox College, including a copy of the variant text of the first edition of Fox's *Journal* (1694). Other volumes were sold to individuals for a fraction of their market value, when the books were needed for research.

We are pleased to have the services of William F. Brinton '32, as a volunteer in the Quaker Collection. He formerly worked in the Jane Addams Collection at Swarthmore College, was in the national offices of the

Fellowship of Reconciliation, and had been librarian at Phoenixville before coming to the Quaker Collection. He is taking additional courses in Library Science in nearby library schools.

Other members of the staff have continued their work as before, despite the difficulties caused by construction. The curator's life was made more complicated than usual because he served as chairman of the Conference Planning Committee for the Fourth World Conference of Friends. Mary Hoxie Jones, Research Associate in Quaker Studies, has been active in the Quaker Collection. She prepared an extensive exhibit of Quaker poetry both in manuscript and printed form, for the Fourth World Conference.

While no full time T. Wistar Brown Fellow was named for 1966-67, Errol T. Elliott spent ten weeks in the Quaker Collection working on the history of the westward movement of Friends. As his research and writing comes to a close he will return for an additional period in the fall of 1967. Professor Phillips Moulton of Adrian College will return for a second year as a T. Wistar Brown Fellow to complete his new edition of *John Woolman's Journal*.

The work on William Bacon Evans' "Dictionary of Quaker Biography" has moved ahead rapidly, and the initial phase, typing the individual entries in a uniform style is now one-half completed. As Barbara C. Curtis completed a letter in the alphabet, carbon copies of her work were carried to the Friends Library in London by various Quaker travellers, including D. Elton Trueblood. Scholars are now using the "Dictionary" both here and in London, and the latest one was Professor John B. Pickard, who is preparing the publication of John Greenleaf Whittier's letters.

26. This special project, along with much of the other work done in the Quaker Collection, is supported by substantial contributions from the trustees of the Thomas H. and Mary Williams Shoemaker Fund. Haverford College is most grateful for the assistance it has received from this Fund for more than a decade. We would like to express special appreciation for the interest and concern of J. Passmore Elkinton, '08, and Anna Griscom Elkinton who retired from the Board of Trustees of the Shoemaker Fund this year.

We look forward to having adequate facilities for the work on the "Dictionary of Quaker Biography" in the new Hugh Borton Quaker and Rare Books Wing of the Library, after three years of makeshift effort on the balcony. The staff room at the rear of the new wing will provide, for the first time in several years, proper work space for all of the Quaker Collection personnel. The renovations will also make it possible to offer proper facilities in the new carrells in the Treasure Room and the Borton Wing for Henry Cadbury, '03, Mary Hoxie Jones, Douglas V. Steere, T. Wistar Brown Fellows, and other visiting scholars.

We are truly grateful to the friends of Haverford College who have provided new facilities for the Quaker Collection. The vault for rare books and manuscripts has been needed for many years, and all will rest more comfortably at night once these materials are housed in the vault. Adequate space for shelving books, including the Harvey Peace Research Room, will be much appreciated, as will the new, enlarged area for the pamphlet collection.

on. Working in the new microfilm reading room will be a great improvement over trying to read microfilms on the balcony, and the renovations in the Treasure Room will make it more useable for the future.

Among the many members of the alumni of Haverford College who support the work of the Quaker Collection, none is more devoted than Frederic C. Sharpless, '00. In recent years he has given much time and effort to obtaining manuscript material for us about the early relations between Friends and the Senecas in Western Pennsylvania and New York.

Several years ago Dr. Sharpless gave a chair to Haverford College in memory of his late son, Dr. Isaac Sharpless. The chair, which dates from 1700, was first placed in the Faculty Room in Founders, but this year it was transferred to the Quaker Collection where it will be seen by college visitors. Presumably made by Joseph Sharpless, a carpenter who lived two miles north of Chester, it is an excellent example of early colonial craftsmanship, and is very valuable. Furthermore, the Sharpless Chair, as it is called, has been in the possession of the Sharpless family most of the time since it was built, and for this reason has a special meaning for Haverfordians.

The only thing better than having an alumnus dedicated to the work of the Quaker Collection is having a father-son team such as Henry Cadbury and Warder H. Cadbury, '49, actively seeking to assist us in our work. Henry Cadbury stops in the Treasure Room almost daily when he is home, and assists us in innumerable ways. Warder Cadbury, a professor at the State University of New York in Albany, frequently tells us about Quaker material in the book dealers' catalogs he reads. Among other things, he is the source of the Whittier sheet music we are beginning to collect.

Last fall we saw a notice in a used book catalog of a small brochure of verses or verse about Quakers, published by the Quaker Oats Company. Because we attempt to collect everything printed about Quakers, we sent an order for it, but were told it had already been sold. Assuming that it had been purchased by that other Quaker library in Delaware County, we promptly forgot about it.

However, late in January Henry Cadbury brought the little booklet to the curator and presented it as a gift to the Quaker Collection. Warder Cadbury, who says he has great trouble finding unusual Christmas presents for his father, had purchased the Quaker Oats jingles and given them to Henry Cadbury with the expressed hope that later he would be willing to pass them on to the Quaker Collection.

The Quaker Collection obtained two important items from the sale of the Thomas Winthrop Streeter Collection of Americana, at the Parke-Bernet Galleries in New York in April. The curator had never attended an important auction before, and he was slightly overwhelmed by the proceedings. Two days the auctioneers disposed of 685 items for \$874,250, and a single volume, the "Cambridge Platform," printed in New England in 1649, brought \$80,000. The first publication of the "Star Spangled Banner" sold for \$23,000, and a map of the Mason-Dixon Line (1768) went for \$8,000.

There were twenty-eight items in the sale which interested the staff of the Quaker Collection, and fortunately we already possess twenty-one of them. (Several other publications listed in the sale were not counted here

because we have earlier editions of them or different editions.) Of the remaining seven, three were not exclusively related to Friends, and since they sold for a total of \$10,800, no bid was offered on them. Two others were directly related to Quakers, and one of these had special relevance for the Quaker Collection, but the bids were very high, and the curator was forced to drop out of the competition.

We did obtain Jonathan Dickenson's *God's Protecting Providence* . . . printed in London in 1700, and John Bartram's *An Account of East Florida* . . . (London, 1766). Dickenson's account was originally printed in Philadelphia in 1699 by Reinier Jansen, and we have obtained the first London edition. The second purchase, the first printing of John Bartram's journal of his expedition to Florida, complements the other Bartram first editions in the Quaker Collection. The first of these volumes was paid for from the Joseph R. Grundy Foundation grant, as were many other important purchases during the year.

While the twenty-one items already in the Quaker Collection sold for \$25,525, the ones which brought high prices had an importance beyond the Religious Society of Friends. The most expensive, William Penn's "Letter to the Free Society of Traders" (London, 1683), which sold for \$12,000, is of prime importance in Pennsylvania history. (This pamphlet was given to the Quaker Collection by Walter C. Janney in 1942, along with several other rare and valuable seventeenth century publications.) Three other promotional pamphlets, issued to persuade settlers to come to the Quaker colony, sold for more than \$4,000. The two Bartram volumes included in this group, describing the flora and fauna of North America, sold for \$3,250, and the tract by Samuel Groome, *A Glass for the People of New-England* . . . (London 1676), which brought \$1,800, was an attack on Puritanism.

On the other hand, tracts or broadsides issued exclusively for Friends brought low prices. Three epistles issued in Philadelphia in 1734, 1755, and 1780, were sold in one lot for \$70. Early Quakers published large quantities of their books, tracts and broadsides, and, as a result, prices are usually low. A copy of the first edition of Fox's *Journal* (1694), sells today for less than \$50, and many early Quaker tracts are available for less than \$25. It is the scarcity of a publication, in addition to the demand for it, rather than age, which creates a high price. In the Streeter sale a volume printed in San Francisco in 1854, *The Life and Adventures of Joaquin Murieta* . . . *the Yellow Bird*, brought \$10,000, because it is the only available copy of this minor classic. All of this is by way of pointing out that readers of this report, and others with old Quaker publications in their attics, should not gain the impression from these paragraphs that they possess a potential gold mine.

A number of other important purchases were made during the year. Some were paid for from the Grundy Fund and from other sources, including a grant from the Book Association of Friends. A few of the more interesting purchases are noted below.

Many collections of books, family papers, xerox copies of rare materials, and archival material have also been added to the Quaker Collection during the period covered by this report. Those gifts which should be of special

est to students of Quakerism are mentioned below, but many other gifts
e also received. All donors are listed at the end of this report, and a
plimentary copy is mailed to each of them.

EDWIN B. BRONNER
Curator of the Quaker Collection

SPECIAL ACQUISITIONS

Additions to five collections of family papers: the papers of Eli and
Jones, the Henry Hartshorne Collection, the Edward Wanton Smith
Collection, the William Bacon Evans Papers, and the Cope Family Papers.

Additional papers from the Archives of the American Friends Service
Committee, relating to the history of American Quakerism since 1917.

Manuscript diaries of George Bacon, Greenwich, N. J., for the years
1816 plus additional Bacon materials, from Margaret Bacon.

Letter written by Elbert Russell to delegates at the Five Years Meeting
(1822), and a paper written by William P. Pinkham, "His Voice to Me, or
the Guidance of a Believing Life," from Charles H. Brackett. (xerox
copy)

Material about the building of the Florida Avenue Meetinghouse in
Washington, D. C., during Herbert Hoover's presidency, from Elizabeth
Hoover.

Three letters written by John Greenleaf Whittier (photostat), pam-
phlets, and other materials from Henry J. Cadbury.

Microfilm of the *Kansas Tribune* (Lawrence, Kansas), August 1, 1872
and February 16, 1873, about the founding of Kansas Yearly Meeting. The
Kansas Papers about Quaker settlements in Kansas, and the Papers of
Frederick Hanson, Norwegian Quaker, all from Errol T. Elliott. (xerox
copy)

Papers of Chesterfield Monthly and Preparative Meetings, and Trenton
Preparative Meeting, 1837-1956. Deposited by Edward M. and Hannah G.
Edrickson.

Accounts of work among Freedmen in the Richmond, Virginia, area
1866 by Sarah S. Carter and Sara Cadbury, from Mary Hoxie Jones.
(xerox copy)

"The First Century of London Yearly Meeting, 1660-1761," an un-
finished manuscript by Robert J. Leach. (xerox copy)

Papers of Alice Lewis Pearson (1872-1964), who taught in Japan for
many years, and was prominent in mid-western and western Quaker con-
ferences throughout her long and useful life, from Helen Perkins.

More than 60 reels of microfilm of the records of Philadelphia Yearly
Meeting (Arch), from the Department of Records, 302 Arch Street.

Papers of Professor George A. Barton '82, including letters from Rufus
Jones, from his widow, Mrs. T. Beach Platt.

Tape recording of Clarence Pickett's reminiscences, December, 19 from his daughter, Rachel Stalnaker.

Papers written by Gilbert MacMaster, as well as other manuscript and printed materials, from Douglas V. Steere.

Material on Quakers in science compiled by Richard M. Sutton while preparing for his Ward Lecture on the subject, from his widow, Grace L. Sutton.

Papers of the Emlen Institution covering the years 1839-1956. Placed in the Quaker Collection on permanent loan by George Vaux '30.

NOTABLE PURCHASES

William Stork and John Bartram: *An Account of East-Florida, with a Journal kept by John Bartram of Philadelphia* . . . (London, 1766). See notes above.

An important example of anti-Quakeriana, the *Works* of John Bunyan published in 1736-37 (two volumes), the second edition. These handsome folio volumes include an essay entitled, "A Vindication of Gospel Truth against the Quakers."

Jonathan Dickenson, *God's Protecting Providence* . . . (London, 1771). See notes above.

Five letters of Anna Dickinson (1842-1932), Quaker born suffragette orator, actress and playwright.

A manuscript account of the imprisonment of three Quakers, John Hollingsworth, Charles Dingee, and Thomas Buckman, in 1778 at Lancaster during the American Revolution.

A letter written by Joseph Lancaster (1778-1838), Quaker educator, to his daughter.

The translation of Cicero's *Cato Major*, prepared by James Logan and printed by Benjamin Franklin in Philadelphia in 1744. (First edition, second state). A superb example of the intellectual interests of this Quaker statesman-scholar.

A beautiful edition of S. Weir Mitchell's *Hugh Wynne: free Quaker* in two volumes, with twelve plates by Howard Pyle in a separate envelope.

Manuscript poem written by Amelia Opie, dated April, 1824, and a manuscript quatrain by the same author, dated 6mo. 20, 1827.

Thomas Paine's *Common Sense* . . . (London, 1776), the first English edition of this important Revolutionary tract written by the Quaker born pamphleteer.

Bernard Picart, *The Religious Ceremonies and Customs of Several Nations of the World* . . . (London, 1731-39), 7 vol., which includes excellent engravings depicting Quakers in worship.

The first edition of *The Botanist* . . . (1811) by Benjamin Waterhouse, the Quaker physician in Boston who introduced smallpox vaccinations to the United States.

Map of Westmoreland County (England) in the seventeenth century, showing the location of many centers of Quakerism, and beautifully illustrated engravings.

Letter written by John Greenleaf Whittier in 1886, in which he described his Quaker ancestors.

Several pieces of nineteenth century sheet music for which John Greenleaf Whittier wrote the lyrics, including: *Barbara Frietchie*; *The "Contraband" of Port Royal*; and *Little Eva: Uncle Tom's Guardian Angel*.

The rare Quaker novel by Caleb Earl Wright, *The Legend of Bucks County* (Doylestown, Pa., 1887).



List of DONORS

Mrs. E. Page Allinson; American Friends Service Committee; Azusa Pacific College Library, California; Margaret H. Bacon; The Bacon Family; Lewis Benson; Herbert Bijur '32; Book Association of Friends; Herbert Borton '26; Elizabeth Brinton; Sarah W. Brinton; William F. Brinton '18; Charles H. Brackett; Peter Brock; Anne T. Bronner; Edwin B. Bronner '18; H. Tatnall Brown '23; Estate of Samuel J. Bunting, Jr.; Henry J. Cadbury '03; Paul S. Cadbury; Warder H. Cadbury '49; Harold Chance; John No. Childs, Jr.; Estate of Bertha J. Clement; Robert A. Clement '38; Dr. Robert C. Clothier; Louis Coffin; Mrs. Forrest Comfort; Josephine Copithorne; Margaret Creese; Errol T. Elliott; Anna R. Evans; Edward W. Evans '18; Estate of William Bacon Evans; Elfrida Vipont Foulds; Friends Free Library, Germantown; Friends Historical Library; Friends Hospital; Friends Library, London; Faith O. Hastings; Haverford Friends Meeting; Edward M. Hendrickson '34 and Hannah G. Hendrickson; William L. Hires '49; Garrett Hoag '23; Dr. Herbert Hodgkin; Wayne E. Homan; A. E. Dick Howard; William R. Hughes; Holland Hunter '43; Mr. and Mrs. Wm. A. S. Ingraham; Mrs. Richard Jenney; Jewish National and University Library, Jerusalem; Mary Hoxie Jones; John S. van E. Kohn; David Le Shana; Lower Merion Library Association; Eleanor R. McFarland; Margaret MacIntosh; Gertrude P. Marshall; Elliston P. Morris '22; Barrows Mussey '30; Mrs. Sidney Nicholson; Levi T. Pennington; Helen Perkins; Philadelphia Yearly Meeting; Department of Records; Mrs. T. Beach Platt; J. Edgar Rhoads; Arthur Roberts; Mrs. James Savery; Robert Schultz '23; Charles Coleman Sellers '18; Elmer L. Shaffer '15; Smiley Family; Miss Sarah A. G. Smith; William Spawn; Rachel P. Stalnaker; Douglas V. Steere; Mrs. Richard M. Sutton; Robert Sutton; Syracuse University Library; Charles M. Tatum '28; Robert C. Taylor; Howard Teaf; George Vaux '30; James F. Walker; Arthur Watson; Miss Dorcas Weston; Blanche M. Winslow and Calvin Winslow '11.



Haverford, Pennsylvania 19041

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Haverford College
Publication

ANNUAL REPORT/ FISCAL REPORT

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REPORT OF THE TREASURER

PRESENTED AT THE ANNUAL MEETING OF THE CORPORATION OF

HAVERFORD COLLEGE

OCTOBER 15, 1968

It is again a pleasure to report to the Corporation and the Board of Managers regarding the fiscal operations of the College for the year ending June 30, 1968. This report has been audited by Price Waterhouse and Company and the audit and their report is on hand.

OPERATIONS

With another 7½% salary increase for faculty and increases for many non-faculty members of the College community, and with our now customary inflationary trend and, also, with our gradual increase in enrollment, the total cost of operating the College rose a little more than 18% from a year ago, \$3,572,000 to \$4,205,174. Our income also rose, from \$3,573,549 to \$4,066,665. Unhappily, expenses were thus slightly greater than income, leaving the College with a net deficit of \$138,508.



This deficit was in part due to the very tight cash position in which the College finds itself. Our building program has been proceeding; we have completed the three new dormitories at a cost of \$1,800,000, and are in the midst of the construction of a new dining hall and the renovation of Lloyd Hall. While we have pledges and gifts of more than a sufficient amount to cover these costs, some of the securities given being not now marketable, we do not have the cash and have therefore had to follow a dual course in the financing of such construction — to borrow from the bank, and, in effect, from ourselves, by disposing of certain of our securities which would appear to be selling at a rather high premium. I hope, and have faith, that this phase of our financial life will pass shortly — that you, our Board, our Alumni and friends will lift us out of our cash difficulties!

To revert to the operations, it is interesting to note that income and expenditures of our restricted funds this year amount to \$1,050,328 and of this about one-half, or \$495,428, is for restricted scholarship funds and the post-baccalaureate program, and \$294,249 is for sponsored research, the latter nearly double the amount received and spent last year.

Annual Giving from all sources, Alumni, business corporations and foundations, of \$180,805 was up slightly from the year before. Scholarship aid derived from scholarship and general funds, (\$121,124) from the William Maul Measey Trust, (\$58,571) and from donations, (\$102,633) totaled \$282,328 as against \$247,634 of a year ago. Thus student aid represents 30% of our total tuition income.

In a slightly different form of student aid, \$37,447 was from the college budget for student employment, and \$11,370 from ARA (the dining room service) to students as wages.

BUSINESS OFFICE

I should now like to depart for a moment from figures and discuss the vital role which the Business and Comptrollers office has come to play in the life of the College, due in a very large degree to the competence, imagination and ability of Charles Smith.

When I graduated in 1931 the entire business operation of the College was conducted by Oscar Chase, the registrar, and Robert Johnson, the superintendent of buildings and grounds. The total item for wages was \$40,000 and that of salaries for the professional staff was \$168,000. Now, in our business office we have a staff of 11 people, and for the maintenance and care of grounds, under the able administration of Elmer Bogart, of 67 people.

Just a listing of the items which come under the purview and are the obligation of Charles Smith are sufficient to show the vast increase in this department and

the increasing complexity of the operation of the College. He is responsible for:

Maintenance and supervision of entire accounting operations including reports to departments and to the Board, analysis and continued improvement of accounting procedures and control mechanisms; preparation of the budget; supervision of such services as insurance, purchases, and maintenance of building and grounds, and all matters pertaining to faculty housing; supervision of housekeeping functions, hiring and firing of all employees except faculty and Presidential appointments; supervision and administration of grants from government agencies, foundations and other sources and advice to professors and administration regarding such grants; complete involvement in the long-range economic planning for the College; preparation of budgetary and financial statements and attending and reporting meetings of the Property Committee, Long-range Planning Committee and other related committees.

With the large amount of construction which has taken place during the past few years, with the increasing number of grants for faculty research, and with the increased amount of business and administrative details which go along with our larger college, the work of this office deserves more than my comment. I thought, however, that the Corporation would be interested in the quiet efficiency of this department.

ENDOWMENT

With the gradual improvement of the market, our endowed funds (Consolidated Investments) show the highest unit value in any year to date — 30.53 — or translated into dollars — \$18,848,981. The non-consolidated funds (the largest portion of which is the Philips Fund with market value of \$5,722,953) are in the amount of \$7,445,460. The Measey Trust has a market value of \$3,430,509, making a grand total of all of our invested funds and trusts of \$29,748,963. Included in these figures are additions to funds by donation and bequest of \$115,397 and not included is a bequest from Ernest R. Reynolds of \$116,684 which has been added to the revolving Student Loan Account.

It would seem in order to take note of the recent habit, if I may call it such, of the 25th and 50th reunion classes to give a fund to the College, in many cases unrestricted — joy to the Treasurer's heart. The latest of these is that of the Class of '43 which has contributed already \$32,000 and has in pledges sufficient to make the amount \$50,000, the largest Class gift on record.

Sales of our securities have been, as I have stated above, relatively high in order to pay for construction of the several projects. This means that we have an unusually large number of capital gains — fortunately. In the Consolidated Investment account these amount to \$739,557, and in the Philips account, \$533,242.

The relative proportion of stocks and bonds is, of course, always of interest. This year the picture is somewhat distorted because of the 10.9% advances to current funds, which means securities sold (largely common stocks) to enable us to loan the proceeds to ourselves for construction purposes. We thus have a figure of 53.46% common stocks, 23.89% bonds, 4.59% preferred, 4.24% College real estate, 1.5% mortgages and 1.4% miscellaneous.

The unit of income in our Consolidated Investments for the year rose from \$1.18 per unit of a year ago to \$1.26 this year, and the rate of return on market value (excluding College real estate) was 4.44% and on Philips account, 3.86%.

Haverford is fortunate in the farsightedness of those who in past years have made gifts and bequests to the College, by which I mean the amount of such gifts and bequests that are totally unrestricted both as to use of income and principal. These amount to over half of our total of such funds, or \$11,161,263. This does not include the Philips fund and the Measey Trust which, as you are well aware, are for specific purposes. Parenthetically, one-half of the Philips Fund is quite unrestricted as to the *use* of income, but the principal may not be drawn down.

COLLEGE HOUSING

I should like again this year to report on the housing of our faculty. As I said last year, the College undertook to build five Techbilt houses on Duck Pond Lane. These were completed at an average cost of \$37,226 per house, including the cost of sewers and roads. They are proving moderately satisfactory, but it would appear that it is more satisfactory to secure somewhat larger, older houses in the neighborhood for a lesser amount. We have thus acquired two semi-detached houses on Berkley Road in Ardmore, premises 421 W. Lancaster Avenue, practically across from the College, and 749 Rugby Road, on the Haverford edge of Bryn Mawr.

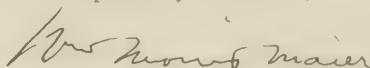
Pursuant to our policy of granting mortgages (at a lower than market rate of interest) to those faculty who prefer to buy their own houses, we have given such mortgages in the amount of \$114,000 to four faculty members.

EXPANSION

A final word concerning the very substantial effects of expansion on the finances of the College. When we started our expansion, we knew we were hard pressed for space in all our buildings as the student enrollment was then 450 for a campus planned for not more than 300 — with many of the buildings outmoded by reason of age. The result of our gradual increase of enrollment to the present 625, eventually 700, has been almost a complete restructuring of the campus. We have built five new dormitories, we have built an entirely new science building and completely renovated the chemistry building and only the walls of Sharpless

Hall are the same, so complete was the renovation of that building. We have more than doubled the capacity and size of the library, we are building an entirely new dining room complex, and there are still unmet needs. All of this construction and renovation has put a severe strain on our finances in spite of increasing tuition income and the generosity of many of our Alumni and friends. While being sanguine about our present status, I am also optimistic about the future. By increasing Annual Giving, by gifts and bequests we can and will, hopefully, meet this challenge.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Wm Morris Maier", written in a cursive style.

Wm. Morris Maier, Treasurer

PRICE WATERHOUSE & CO.

INDEPENDENCE MALL WEST

PHILADELPHIA 19106

October 14, 1968

Board of Managers

The Corporation of Haverford College

We have examined the balance sheet of the Corporation of Haverford College as of June 30, 1968 and the related statements of operations and changes in fund balances and unexpended gifts, grants and income for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. It was impracticable for us to extend our examination of contributions received beyond accounting for amounts so recorded.

The College follows the practice of writing off property and plant additions as their cost is funded. Accordingly, the cost of College property, other than certain residences which are included in endowment fund assets and unfunded construction costs, is not reflected in the accompanying statements.

In our opinion, except that the cost of College property is not fully reflected, as described in the preceding paragraph, the accompanying financial statements present fairly the financial position of the Corporation of Haverford College at June 30, 1968 and the results of its operations and changes in fund balances and unexpended gifts, grants and income for the year in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Price Waterhouse & Co.

Liabilities and Fund Balances

<u>General fund</u>	\$
Cash	305,540
Accounts receivable	76,837
Inventories, at cost	39,809
Prepaid expenses and other current assets	41,527
	463,713
Advance to plant fund	615,173
Unamortized auxiliary enterprise improvements	3,760
	\$ 1,082,646
<u>Loan funds - Note 2</u>	
Cash	413
Accrued interest receivable	9,669
Loans to students	257,099
	\$ 267,181
<u>Endowment fund</u>	
Marketable securities, at cost (market value \$22,981,084)	\$17,467,515
Mortgages	283,163
College real estate - at cost less amortization of \$195,575	801,036
Other investments	41,437
	18,593,151
Advances to other funds	224,195
Loan fund	1,998,728
Plant fund	2,222,923
	\$20,816,094
<u>Plant fund</u>	
Unfunded costs of completed construction	\$ 1,528,590
Construction in progress net of applicable donations of \$1,847,826 (additional commitments approximate \$2,000,000)	3,631,487
Marketable securities (market value \$66,045)	69,463
Other assets	21,861
	\$ 5,251,401
	\$27,417,322

<u>Assets</u>	
Cash	305,540
Accounts receivable	76,837
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	\$ 5,251,401
	\$27,417,322

<u>Liabilities</u>	
Accounts payable	137,973
Accrued expenses	12,764
Advance receipts	485,121
	408,466
Unexpended gifts, grants and income - Note 1	196,221
Donations for special purposes	127,182
Special purpose endowment income	2,514
Post-Baccalaureate program	736,383
Faculty and sponsored research	173,591
General fund balance	(310,449)
Restricted	(136,858)
Income reserve (deficit)	\$ 1,082,646
	\$ 224,195
<u>Loan funds</u>	
Advance from endowment fund	42,986
Loan fund balances - Note 2	\$ 267,181
	\$20,792,894
<u>Endowment fund</u>	
Endowment fund principal	23,200
Funds functioning as endowment	\$20,816,094
	\$ 1,800,000
<u>Plant fund</u>	
6 - 6-1/2% loans due within one year	837,500
3-5/8% mortgage bond	615,173
Advance from general fund	1,998,728
Advance from endowment fund	\$ 5,251,401
	\$27,417,322

THE CORPORATION OF HAVERFORD COLLEGE

Statement of Operations

Year Ended June 30, 1968

	<u>General sources</u>	<u>Restricted sources</u> (Note 1)	<u>Total</u>
<u>Income</u>			
Student fees	\$1,224,144		\$1,224,144
Endowments and trusts	768,727	\$ 292,440	1,061,167
Gifts and grants	180,806	757,888	938,694
Auxiliary enterprises	730,306		730,306
Rental of facilities	75,248		75,248
Other	37,107		37,107
	<u>3,016,338</u>	<u>1,050,328</u>	<u>4,066,666</u>
<u>Expenses</u>			
Educational and general			
Administration	295,484	270	295,754
Student services	174,322		174,322
Staff benefits	243,106	3,759	246,865
General institutional	190,330	88,351	278,681
Instruction	940,297	71,210	1,011,507
Libraries	154,065	68,960	223,025
Maintenance and operations	379,130	9,990	389,120
Sponsored research	5,000	294,250	299,250
Computer center	34,021	18,109	52,130
	<u>2,415,755</u>	<u>554,899</u>	<u>2,970,654</u>
Auxiliary enterprises	682,609		682,609
Student aid	56,482	495,429	551,911
	<u>3,154,846</u>	<u>1,050,328</u>	<u>4,205,174</u>
Net decrease in general fund balance resulting from operations - Note 1	<u>\$ (138,508)</u>	<u>\$ - 0 -</u>	<u>\$ (138,508)</u>

THE CORPORATION OF HAVERFORD COLLEGE

Statement of Changes in Fund Balances and Unexpended

Gifts, Grants and Income

Year Ended June 30, 1968

	General fund						
	Restricted fund balance	Income reserve (deficit)	Donations for special purposes	Special purpose endowment income	Post-baccalaureate program	Faculty and sponsored research	Loan fund balance
Balance - July 1, 1967	\$193,745	\$ (171,941)	\$ 223,327	\$ 205,771	\$ 81,881	\$ 50,151	\$46,869
Net decrease in general fund balance resulting from operations		(138,508)					
Income from restricted endowments				318,029			
Restricted gifts, grants and income received			423,681		270,398	246,612	
Donations for additions to loan and endowment funds							1,200
Realized gains on investments, net				(12,415)			
Transfer of endowment income to principal				(22,837)			
Life interest payments							
Special purpose funds liquidated							(9,385)
Restricted gifts, grants and endowment income expended in current year - Note 1			(238,542)	(292,440)	(225,097)	(294,249)	
Interest on interfund advances							(7,490)
Interest income on outstanding loans							2,649
Charges to general restricted fund balance	(20,154)						
Miscellaneous other changes				113		(242)	
Balance - June 30, 1968	\$173,591	\$ (310,449)	\$ 408,466	\$ 196,221	\$ 127,182	\$ 2,514	\$42,986
							\$20,792,894

THE CORPORATION OF HAVERFORD COLLEGE

Notes to Financial Statements

June 30, 1968

Note 1 - Unexpended gifts, grants and income

The College follows the practice of reflecting restricted gifts, grants and endowment income in the statement of operations only to the extent of expenditures from such funds during the year. Receipts in excess of current year's expenditures are added to the balances of unexpended gifts, grants and income. This method of reporting is generally acceptable for colleges.

Note 2 - Loan funds

Loan funds comprise the Class of 1934 Revolving Loan Fund, established in 1959 by gifts from the Class of 1934 (100% participation) in the amount of \$10,784, and the Haverford College Loan Fund established in 1926. At June 30, 1968 pertinent information as to each fund is as follows:

	<u>Class of</u> <u>1934</u>	<u>1926</u> <u>fund</u>	<u>Total</u>
Student loans outstanding	\$58,677	\$198,422	\$257,099
Advance from endowment fund	50,891	173,304	224,195
Fund balance	8,460	34,526	42,986

The student loans outstanding bear interest at varying rates and are payable ten years after the student completes his formal education. Of the total loans outstanding at June 30, 1968, balances aggregating \$24,165 are currently payable.

	Unrestricted	Restricted	Total
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1. Educational and GeneralA. Student Fees

Tuition			
Cash	\$ 847,106.34	\$	\$ 847,106.34
Scholarship and General Funds	121,124.26		121,124.26
Wm. Maul Measey Trust	58,571.40		58,571.40
Donations	102,633.00		102,633.00
	1,129,435.00		1,129,435.00
Unit Fee	76,660.00		76,660.00
Other Fees	18,049.05		18,049.05
<u>Total Student Fees</u>	<u>\$1,224,144.05</u>	<u>\$</u>	<u>\$1,224,144.05</u>

B. Endowment Income

From Unrestricted Funds	\$ 756,770.19	\$	\$ 756,770.19
From Restricted Funds			
Library	-	20,991.94	20,991.94
Special	5,564.25	123,474.84	129,039.09
Stock Dividends	6,392.13		6,392.13
<u>Total Endowment Income</u>	<u>\$ 768,726.57</u>	<u>\$ 144,466.78</u>	<u>\$ 913,193.35</u>

C. Gifts and Grants

Alumni	\$ 150,922.42	\$ 22,182.80	\$ 173,105.22
Business Corporations	29,738.56	18,514.00	48,252.56
Foundations	145.00	71,223.70	71,368.70
Other			
Donations		126,621.34	126,621.34
Sponsored Research		294,249.56	294,249.56
<u>Total Gifts and Grants</u>	<u>\$ 180,805.98</u>	<u>\$ 532,791.40</u>	<u>\$ 713,597.38</u>

D. Organized Activity

Computer Center	\$ 23,630.46	\$	\$ 23,630.46
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E. Other Sources

Rental of Facilities & Miscellaneous	75,248.04	\$	\$ 75,248.04
Other	13,476.01		13,476.01
<u>Total Other Sources</u>	<u>\$ 88,724.05</u>	<u>\$</u>	<u>\$ 88,724.05</u>

Total Educational and General

\$2,286,031.11	\$ 677,258.18	\$2,963,289.29
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11. Auxiliary Enterprises

Athletics	\$ 849.89	\$	\$ 849.89
Dormitories and Dining Room	513,677.90		513,677.90
Faculty Housing	76,485.00		76,485.00
Bookstore	136,227.16		136,227.16
Infirmary	2,185.55		2,185.55
Coop	880.89		880.89
<u>Total Auxiliary Enterprises</u>	<u>\$ 730,306.39</u>	<u>\$</u>	<u>\$ 730,306.39</u>

111. Student Aid

Scholarships and Fellowships	\$	\$ 146,113.00	\$ 146,113.00
Prizes		1,860.08	1,860.08
Post Baccalaureate Program		225,097.11	225,097.11
<u>Total Student Aid</u>	<u>\$</u>	<u>\$ 373,070.19</u>	<u>\$ 373,070.19</u>

Total Income

\$3,016,337.50	\$1,050,328.37	\$4,066,665.87
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Statement of Expenditures

30 June 1968

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
1. Educational & General Administration			
A-1. Administration			
President's Office	\$ 66,341.78	\$	\$ 66,341.78
Provost's Office	31,318.92		31,318.92
Ad Hoc Committee	6,114.87		6,114.87
A-2. Financial			
Treasurer's Office	19,673.51		19,673.51
Development Office	95,113.49	270.30	95,383.79
Comptroller's Office	76,921.02		76,921.02
Total Administration	\$295,483.59	\$ 270.30	\$295,753.89
B. General Expenses			
B-1. Student Services			
Admissions	\$ 49,787.38		\$ 49,787.38
Registrar	16,324.07		16,324.07
Dean of College	14,621.46		14,621.46
Dean of Students	21,770.38		21,770.38
Buildings and Grounds	23,345.79		23,345.79
Guidance Counsellor	9,467.47		9,467.47
Student Activities	39,005.92		39,005.92
Total Student Services	\$174,322.47		\$174,322.47
B-2. Staff Benefits			
Faculty			
TIAA	\$ 97,996.46	\$ 2,370.00	\$100,366.46
Social Security	25,568.69	1,389.63	26,958.32
Medical Plan	10,012.02		10,012.02
Old Style Pensions	8,000.00		8,000.00
Disability Insurance	3,326.00		3,326.00
Tuition Grants	7,026.43		7,026.43
Moving Expenses	7,972.51		7,972.51
Non-Faculty			
TIAA	41,562.40		41,562.40
Social Security	19,699.27		19,699.27
Tuition Grants	8,985.96		8,985.96
Pensions	12,500.00		12,500.00
Disability Insurance	456.00		456.00
Total Staff Benefits	\$243,105.74	\$ 3,759.63	\$246,865.37
B-3. General Institutional Expenses			
Alumni Association	\$ 9,011.00	\$	\$ 9,011.00
Alumni Office	26,369.90		26,369.90
Public Relations Office	38,429.02		38,429.02
Commencement	4,888.00		4,888.00
Printing	15,000.00		15,000.00
Subscriptions and Memberships, etc.	13,156.65		13,156.65
Mail and Switchboard Service	21,014.77		21,014.77
Insurance (General)	4,896.17		4,896.17
Travel	1,248.01		1,248.01
Speakers	-	72,986.57	72,986.57
Entertainment	6,562.37		6,562.37
Addressograph Room	4,363.58		4,363.58
Other Expenses	-	15,364.20	15,364.20
Interest on borrowed funds	26,609.10		26,609.10
Inauguration expenses	13,781.85		13,781.85
Amortization of unfunded Dorm Costs	5,000.00		5,000.00
Total General Institutional Expenses	\$190,330.42	\$88,350.77	\$278,681.19
Total General Expenses	\$607,758.63	\$92,110.40	\$699,869.03

Statement of Expenditures30 June 1968

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
C. <u>Instruction</u>			
Salaries	\$ 837,384.44	\$ 49,563.32	\$ 886,947.76
Supplies and Services	59,387.53	4,578.25	63,965.78
Faculty Secretaries	34,594.86		34,594.86
Telephone and Telegraph	8,930.58		8,930.58
Special Programs		17,068.49	17,068.49
<u>Total Instruction</u>	\$ 940,297.41	\$ 71,210.06	\$ 1,011,507.47
D. <u>Organized Activities</u>			
Computer Center	\$ 34,004.85	\$ 18,109.26	\$ 52,114.11
Language Laboratory	16.60		16.60
<u>Total Organized Activities</u>	\$ 34,021.45	\$ 18,109.26	\$ 52,130.71
E. <u>Sponsored Research</u>			
General	\$	\$ 20,114.88	\$ 20,114.88
Biology		150,737.70	150,737.70
Chemistry		26,514.76	26,514.76
Astronomy		29,751.75	29,751.75
Psychology		10,631.61	10,631.61
Physics		43,867.54	43,867.54
Political Science		12,173.91	12,173.91
African Studies		457.41	457.41
Faculty Research	5,000.00		5,000.00
<u>Total Sponsored Research</u>	\$ 5,000.00	\$ 294,249.56	\$ 299,249.56
F. <u>Libraries</u>			
Salaries	\$ 132,924.42	\$	\$ 132,924.42
Operating Expenses	13,140.15	6,647.69	19,787.84
Book Binding and Periodicals	8,000.00	62,312.22	70,312.22
<u>Total Libraries</u>	\$ 154,064.57	\$ 68,959.91	\$ 223,024.48
G. <u>Maintenance and Operation</u>			
G1. <u>Plant</u>			
Supervision	\$ 37,122.62	\$	\$ 37,122.62
Janitorial Services	49,769.70		49,769.70
Repairs to Buildings	93,813.13	8,133.02	101,946.15
Equipment	17,846.57		17,846.57
Water, Heat, Light, Power	63,542.26		63,542.26
Grounds	57,475.12	1,857.05	59,332.17
Watchmen	29,408.90		29,408.90
<u>Total Plant</u>	\$ 348,978.30	\$ 9,990.07	\$ 358,968.37
G2. <u>General</u>			
Property Insurance	\$ 14,885.58	\$	\$ 14,885.58
Auto Service	5,334.12		5,334.12
Social Security	9,931.81		9,931.81
<u>Total General</u>	\$ 30,151.51	\$	\$ 30,151.51
<u>Total Maintenance and Operations</u>	\$ 379,129.81	\$ 9,990.07	\$ 389,119.88
<u>Total Educational & General Administration</u>	\$2,415,755.46	\$554,899.56	\$2,970,655.02

Statement of Expenditures30 June 1968

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
11. <u>Auxiliary Enterprises</u>			
Athletics	\$ 52,880.60	\$	\$ 52,880.60
Dormitories	136,378.00		136,378.00
Dining Room	256,670.19		256,670.19
Faculty Housing	77,851.55		77,851.55
Infirmary	33,197.46		33,197.46
Bookstore	122,224.20		122,224.20
Coop	406.64		406.64
Serendipity Day Camp	3,000.00		3,000.00
<u>Total Auxiliary Enterprises</u>	<u>\$ 682,608.64</u>		<u>\$ 682,608.64</u>
111. <u>Student Aid</u>			
Scholarships	\$ 29,272.96	\$ 253,055.70	\$ 282,328.66
Fellowship	5,499.45		5,499.45
Employment	21,659.17	15,788.53	37,447.70
Prizes	50.00	1,487.47	1,537.47
Post Baccalaureate Program		225,097.11	225,097.11
<u>Total Student Aid</u>	<u>\$ 56,481.58</u>	<u>\$ 495,428.81</u>	<u>\$ 551,910.39</u>
<u>Total Expenditures</u>	<u>\$3,154,845.68</u>	<u>\$1,050,328.37</u>	<u>\$4,205,174.05</u>

REPORT ON CONSOLIDATED FUNDS

PRINCIPAL		FUNDS FOR GENERAL PURPOSES				INCOME			Special Income Summary
Book Value 7/1/67	Increase (Decrease)	Book Value 6/30/68		Funds for General Purposes	Balance 7/1/67	Net Income	Expended	Special	Balance 6/30/68
\$ 120,594.55		\$ 120,494.55	General Endowment Fund		\$ 159.16	\$ 11,097.18	\$ 10,926.94	\$ 159.16(1)	\$ 170.24
10,640.09		10,640.09	John M. Whitall Fund			1,060.54	1,060.54		
44,806.59		44,806.59	David Scull Fund			3,296.37	3,296.37		
11,364.35		11,364.35	Edward L. Scull Fund			1,283.74	1,283.74		
5,144.24		5,144.24	Wistar Morris Memorial Fund			665.83	665.83		
10,781.94		10,781.94	Israel Franklin Whitall Fund			1,085.76	1,085.76		
1,301,375.34		1,301,375.34	Jacob P. Jones Endowment Fund			143,129.64	143,129.64		
275,899.76		275,899.76	John Farnum Brown Fund			25,589.08	25,589.08		
21,493.67		21,493.67	Clementine Cope Endowment Fund			1,123.59	1,123.59		
42,394.72		42,394.72	Joseph E. Gillingham Fund			5,225.77	5,225.77		
9,160.24		9,160.24	Elizabeth H. Farnum Fund			1,155.12	1,155.12		
45,035.96		45,035.96	James R. Magee Fund			4,181.62	4,181.62		
1,500.00		1,500.00	Albert K. Smiley Fund			196.72	196.72		
39,515.48		39,515.48	Hinchman Astronomical Fund			4,403.57	4,403.57		
174,560.31		174,560.31	Walter D. & Edith M. L. Scull Fund			21,717.68	21,717.68		
26,771.00		26,771.00	Albin Garrett Memorial Fund			4,097.13	4,097.13		
24,381.59		24,381.59	Arnold Chase Scattergood Memorial Fund			1,834.82	1,834.82		
125,569.51		125,569.51	Francis B. Gummere Memorial Fund			14,111.07	14,111.07		
218,728.43		218,728.43	Isaac Sharpless Memorial Fund			22,916.93	22,916.93		
126,076.83		126,076.83	General Education Board Fund			15,046.77	15,046.77		
102,067.43		102,067.43	William Penn Foundation			11,505.76	11,505.76		
14,125.79		14,125.79	Walter Carroll Brinton Memorial Fund			1,769.25	1,769.25		
41,928.94		41,928.94	Corporation Fund			2,992.46	2,992.46		
10,000.00		10,000.00	Elizabeth J. Shortridge Fund			98.36	98.36		
5,527.31		5,527.31	Howard Comfort Memorial Fund			515.77	515.77		
67,320.19		67,320.19	Ellen W. Longstreth Fund			8,670.94	8,670.94		
5,150.00		5,150.00	Albert L. Bailly Fund			636.83	636.83		
4,950.00		4,950.00	Elizabeth B. Wistar Warner Fund			583.87	583.87		
280,764.31		280,764.31	T. Allen Hilles Bequest			28,212.06	28,212.06		
7,000.00		7,000.00	Leonard L. Greif Jr. & Roger L. Greif Fund			702.40	702.40		

REPORT ON CONSOLIDATED FUNDS - CONTINUED

PRINCIPAL

Book Value 7/1/67	Book Value 6/30/68	Book Value 7/1/67	Net Income	Expended	Special	Balance 6/30/68	Special Income Summary
2,500.00	2,500.00	Edward M. Wistar Fund	334.18	334.18			
1,429,792.09	1,429,792.09	Morris E. Leeds Fund	110,427.01	110,427.01			
12,000.00	12,000.00	J. Henry Scattergood Fund	1,047.94	1,047.94			
103,993.26	103,993.26	Parker S. Williams Fund	11,179.15	11,179.15			
6,581.02	6,581.02	Gilbert C. Fry Fund	539.74	539.74			
2,500.00	2,500.00	Daniel B. Boyer Fund	268.59	268.59			
10,000.00	10,000.00	Mariott C. Morris Fund	1,088.24	1,088.24			
200,143.64	200,143.64	1949 Campaign Salary Fund	16,893.01	15,203.71	\$	1,689.30(2)	
395,726.92	395,726.92	Rufus M. Jones Fd. for Adv. of Teaching	33,553.83	30,198.45		3,355.38(2)	
36,178.02	36,178.02	William B. Bell Fund	2,900.40	2,900.40			
25,068.15	25,068.15	Dr. Thomas Wistar Fund	2,143.78	2,143.78			
37,187.20	37,187.20	Charles McCaul Fund	3,278.72	442.61		240.07	
5,000.00	5,000.00	Isaac & Lydia Cope Sharpless Fund	442.61	442.61			
4,500.00	4,500.00	Class of 1937 Fund	290.03	290.03			
129,845.43	129,845.43	J. Horace Cook Fund	91.81	20,809.23		795.59(2)	
345,000.00	345,000.00	The Ford Foundation Endowment Fund	21,697.51	21,697.51		19,850.00(3)	
75,801.94	75,801.94	The Ford Foundation Accomplishment Fund	4,773.05	4,773.05			
12,426.18	12,426.18	Thomas Harvey Haines & Helen Hague Haines Fund	793.21	793.21			
10,000.00	10,000.00	Emily Bishop Harvey Fund	616.66	616.66			
8,932.50	8,932.50	Class of 1933-25th Anniversary Fund	525.87	525.87			
35,828.17	35,828.17	John E. Hume Fund	1,940.75	1,940.75			
10,000.00	10,000.00	Frederic H. Strawbridge Fund	542.26	542.26			
185,110.15	185,110.15	The William H. Collins Fund	10,143.83	10,143.83			
25,000.00	25,000.00	Mary Frances Nunn Fund	1,373.28		1,350.00(3)	82.24	
78,342.56	78,342.56	Eli Nichols Fund	3,866.37	3,866.37			
25,000.00	25,000.00	William Gibbons Rhoads Fund	1,233.30		940.00(4)	1,375.12	
5,904.81	5,904.81	Class of 1911-50th Anniversary Fund	283.36	283.36			
7,275.67	7,275.67	Class of 1935-25th Anniversary Fund	340.49	340.49			
25,083.31	25,083.31	Class of 1937-25th Anniversary Fund	1,300.23	1,300.23			
25,148.45	25,148.45	Allen C. Thomas Fund	1,094.60	1,094.60			
21,147.97	21,147.97	Charles E. Gause Fund	920.58	920.58			
							\$ 159.16(1)
							5,840.27(2)
							24,400.00(3)
							940.00(4)

FUNDS FOR WISTAR BROWN GRADUATE SCHOOL

\$ 410,523.06 \$	3,725.75 \$	414,248.81	Moses Brown Fund	\$ 37,257.52 \$	33,531.77 \$	3,725.75(2)
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FUNDS FOR MORRIS INFIRMARY

\$ 9,653.44	\$ 9,653.44	Infirmary Endowment Fund	\$ 1,160.17 \$	1,160.17
5,059.50	5,059.50	John W. Pinkham Fund	631.81	631.81
\$ 14,712.94	\$ 14,712.94		\$ 1,791.98 \$	1,791.98

FUNDS FOR HAVERFORD UNION

\$ 1,878.82	\$ 1,878.82	Haverford Union Fund	\$ 136.19 \$	136.19
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FUNDS FOR SCHOLARSHIPS

\$ 5,257.82	\$ 5,257.82	Thomas P. Cope Fund	\$ 22.41 \$	645.68	\$ 650.00(3) \$	18.09
6,069.23	6,069.23	Edward Yarnall Fund	-	4.37	520.46	41.09
19,817.40	19,817.40	Isaiah V. Williamson Fund	.93	1,496.86	1,425.00(3)	72.79
5,056.25	5,056.25	Richard T. Jones Scholarship Fund	18.73	682.25	650.00(3)	50.98
7,013.61	7,013.61	Mary M. Johnson Scholarship Fund	22.64	716.30	650.00(3)	88.94
7,919.76	7,919.76	Sarah Marshall Scholarship Fund	26.65	894.10	875.00(3)	45.75
22,845.86	22,845.86	Clementine Cope Fellowship Fund	2,874.78	1,931.93	875.00(3)	3,931.71
10,259.56	10,259.56	Isaac Thorne Johnson Scholarship Fund	-0-	595.24	20.24(2)	-0-
11,662.39	11,662.39	Casper Wistar Memorial Scholarship Fund	28.74	952.11	925.00(3)	55.85
5,155.85	5,155.85	J. Kennedy Moorhouse Scholarship Fund	19.85	667.12	650.00(3)	36.97
18,591.13	18,591.13	Louis Jaquette Palmer Scholarship Fund	86.42	1,559.91	1,550.00(3)	96.33
5,045.60	5,045.60	Paul W. Newhall Memorial Scholarship Fund	25.11	525.89	550.00(3)	1.00
22,350.00	22,350.00	Robert Martin Zuckert Memorial Scholarship Fund	88.16	2,741.51	2,700.00(3)	129.67
5,017.31	5,017.31	Samuel E. Hillis Scholarship Fund	2.61	452.75	450.00(3)	5.36
3,000.00	3,000.00	Class of 1913-Scholarship Fund	11.60	378.30	350.00(3)	39.90
11,200.00	11,200.00	Class of 1917-Scholarship Fund	27.88	1,122.34	1,100.00(3)	50.22
10,000.00	10,000.00	Daniel B. Smith Fund	23.96	938.23	900.00(3)	62.19
75,534.58	75,534.58	Sarah Tatum Hillis Memorial Scholarship Fund	-	830.47	8,650.00(3)	44.19
52,325.01	52,325.01	Elihu Grant Memorial Scholarship Fund	494.06	4,947.07	5,490.00(3)	48.87
17,050.00	17,050.00	Christian Febiger Memorial Scholarship Fund	-	11.27	1,850.00(3)	132.44
5,000.00	5,000.00	Joseph L. Markley Memorial Scholarship Fund	23.55	630.51	650.00(3)	4.06
30,000.00	30,000.00	Joseph C. & Anne N. Birdsell Scholarship Fund	338.72	3,160.18	3,300.00(3)	198.90
3,000.00	3,000.00	Daniel E. Davis, Jr. Memorial Scholarship Fund	13.51	321.58	325.00(3)	10.07
20,000.00	20,000.00	Jonathan E. Steere Scholarship Fund	-	11.32	1,450.00(3)	72.11

REPORT ON CONSOLIDATED FUNDS - CONTINUED

PRINCIPAL			INCOME				Special Income Summary
Book Value 7/1/67	Increase (Decrease)	Book Value 6/30/68	Balance 7/1/67	Net Income	Expended	Special Balance 6/30/68	
15,000.00		15,000.00	William Graham Tyler Memorial Scholarship Fund	37.90	1,500.65	1,450.00(3)	88.55
4,800.00		4,800.00	1890 Memorial Scholarship Fund	3.37	355.60	325.00(3)	27.23
52,212.69	438.97	52,651.66	1949 Campaign Scholarship Fund	420.63	4,389.70	3,600.00(3)	69.90
17,058.28	223.79	17,282.07	Max Leuchter Scholarship Fund	99.69	1,324.10	1,200.00(3)	—0—
25,000.00		25,000.00	A. Clement Wild Scholarship Fund	126.71	1,954.62	2,075.00(3)	6.33
6,245.11		6,245.11	Caroline Chase Scholarship Fund	26.83	533.45	525.00(3)	35.48
5,000.00		5,000.00	Roy Thurlby Griffith Memorial Fund	23.74	442.66	480.00(3)	13.60
10,000.00		10,000.00	Class of 1904 Scholarship Fund	17.02	641.90	600.00(3)	24.88
10,000.00		10,000.00	Inazo Nitobe Scholarship Fund	152.92	619.15	750.00(3)	22.07
12,000.00	1,000.00	13,000.00	Summerfield Foundation Scholarship Fund	17.88	621.22	550.00(3)	89.10
12,575.00		12,575.00	W. LaCoste Neilson Scholarship Fund	5.01	793.22	750.00(3)	48.23
2,000.00		2,000.00	Rufus Matthew Jones Scholarship Fund	287.63	108.45		396.08
12,800.00		12,800.00	Clinton P. Knight, Jr. New England S/F	28.29	670.90	650.00(3)	49.19
10,000.00		10,000.00	The F of X Scholarship Fund	18.51	553.58	550.00(3)	22.09
25,175.00		25,175.00	M. A. Ajzenberg Scholarship Fund	3.21	1,118.51	1,000.00(3)	115.30
7,257.00		7,257.00	Class of 1912 Scholarship Fund	2.54	335.43	325.00(3)	7.89
16,359.19	860.00	17,229.19	Class of 1936 Scholarship Fund	7.49	797.31	725.00(3)	79.80
6,217.13	7,000.00	13,217.13	Archibald MacIntosh Scholarship Fund	199.65	435.01	200.00(3)	35.36
7,500.00	2,500.00	10,000.00	Reader's Digest Foundation Scholarship Fund	197.37	339.97	400.00(3)	137.34 \$ 683.00(2)
228,437.50		228,437.50	The Jose Padin Puerto Rican School Fund	5,614.50	9,834.88	3,753.80(3) 270.30(5)	9,425.28 62,871.30(3)
—0—	55,559.63	55,559.63	Howard M. Cooper Scholarship Fund	—0—	4,159.98	4,160.00(3)	—02 270.30(5)
—0—	26,093.83	26,093.83	Alphonse N. Bertrand Scholarship Fund	—0—	1,670.32	1,637.50(3)	32.82 2,000.00(6)
\$ 864,718.26	\$ 93,696.46	\$ 958,414.72		\$ 9,290.93	\$ 72,232.71	\$ 65,824.60	\$ 15,699.04
FUNDS FOR THE LIBRARY							
\$ 27,435.06	\$	\$ 27,435.06	Alumni Library Fund	\$ 1,959.66	\$ 1,959.66	417.98(2)	
70,200.32	417.98	70,618.30	Mary Farnum Brown Library Fund	—0—	6,605.35	687.87(4) 5,500.00(6)	—0—
5,000.00		5,000.00	William H. Jenks Library Fund	69.32	117.27	152.90(6)	33.69
20,305.74		20,306.74	Mary Wistar Brown Williams Library Fund	3,876.09	2,110.99	1,922.10(6)	4,064.98
173,078.14		173,078.14	Anna Yarnall Fund	—0—	21,054.38	5,000.00(6)	—0—
635.47		635.47	F. B. Gunmore Library Fund	101.99	75.66	74.35(6)	103.30

(continued)

600.00	600.00	Quakeriana Fund	279.46	260.55	189.31(6)	350.84
1,500.00	1,500.00	for Rufus M. Jones Coll. Myst.	62.66	166.67	40.40(6)	184.93
FUNDS FOR THE LIBRARY (Cont.)						
\$ 5,000.00	\$ 5,000.00	Rufus M. Jones Book Fund	\$ 4,718.60	\$ 543.49	\$ 1,654.46(6)	\$ 3,420.64
38,740.58	327.49	39,068.07 1949 Campaign Library Fund	819.92	3,274.93	327.49(2)	3,465.16
2,336.47		2,336.47 Class of 1909 R.M. Jones Memorial Library Fund	252.69	321.06	302.20(6)	573.75
1,100.00	235.00	1,335.00 Rayner W. Kelsey Fund	156.92	52.96		209.88
13,640.95		13,640.96 Sara & Francis Pawling Library Fund	777.07	649.47		1,426.54
70,600.00		70,600.00 Joseph R. Grundy Library Fund	476.49	3,041.64	5,267.77(6)	1,749.64
1,352.50	528.75	1,991.25 Carlisle & Barbara K. Moore Fund	67.29	71.85		139.14
\$ 440,342.10	\$ 1,609.22	\$ 441,951.32	\$ 11,800.59	\$ 41,411.73	\$ 18,014.04	\$ 21,737.41
FUNDS FOR OLD STYLE PENSIONS						
\$ 41,237.08	\$ 41,237.08	President Sharpless Fund	\$ 4,797.01	\$ 4,797.01		
36,758.56		36,758.56 William P. Henszey Fund	4,681.00	4,681.00		
68,113.78		68,113.78 Jacob P. Jones Benefit Fund	6,214.42	6,214.42		
3,272.24		3,272.24 Pliny Earle Chase Memorial Fund	393.43	393.43		
77,718.39	\$- 3,564.80	74,153.59 Haverford College Pension Fund	8,793.26	8,793.26		
\$ 227,100.15	\$- 3,564.80	\$ 223,535.35	\$ 24,879.12	\$ 24,879.12		
FUNDS FOR SPECIAL PURPOSES						
\$ 5,248.00	\$ 5,248.00	Thomas Shipley Fund	\$ 1,758.83	\$ 660.81	\$ 562.05(4)	\$ 1,857.09
1,126.75		1,126.75 Elliston P. Morris Fund	- 502.63	30.26	- 472.37	
4,197.87		4,197.87 John B. Garrett Reading Prize Fund	1,622.08	389.65	150.00(7)	1,861.73
9,227.07		9,227.07 Special Endowment Fund	4,767.30	796.95		-0-
2,296.88		2,296.88 Scholarship Improvement Prize Fund	1,856.26	302.64	95.00(7)	2,083.90
1,727.00		1,727.00 Elizabeth P. Smith Fund	2,134.34	218.15	110.75(6)	2,241.74
2,546.88		2,546.88 S. P. Lippincott History Prize Fund	358.51	340.47	1,000.00(7)	303.08
5,120.30		5,120.30 Francis Stokes Fund	1,215.23	645.88		1,860.91
7,148.99	525.07	7,574.06 George Peirce Prize Fund	-0-	575.07	525.07(2)	-0-
2,155.00		2,155.00 Lyman Beecher Hall Prize Fund	1,863.00	278.68	50.00(7)	50.00(7)
1,397.75		1,397.75 Newtown Prize Fund	871.94	370.73	100.00(7)	2,041.68
2,400.00		2,400.00 Edward B. Conklin Athletic Fund		245.90	58.36(6)	1,134.31
14,362.75		14,362.75 Edward Woodman Arboretum Fund	388.95	1,308.45	50.00(7)	
2,000.00		2,000.00 William Ellis Scull Prize Fund	2,443.18	252.20	1,200.00(8)	495.40
					50.00(7)	2,645.38

PRINCIPAL.

REPORT ON NON-CONSOLIDATED FUNDS

\$	31,523.45	\$	2,223.50	\$	33,846.95	John Farnum Memorial Fund
\$	321,300.00	-	3,092.60		318,207.40	Anonymous Trust
	-0-		-0-		-0-	Nathan Branson Hill Trust
	-0-		-0-		-0-	W. Percy Simpson Trust

CLASSIFICATION OF INVESTMENTS

JUNE 30, 1968

<u>CONSOLIDATED ACCOUNT</u>				<u>NON-CONSOLIDATED ACCOUNT</u>			
<u>BONDS</u>	<u>BOOK VALUE</u>	<u>TOTAL</u>	<u>MARKET VALUE</u>	<u>TOTAL</u>	<u>BOOK VALUE</u>	<u>TOTAL</u>	<u>MARKET VALUE</u>
Municipal	\$ -0-		\$ -0-		\$ 85,791.45		\$ 74,258
U.S. Government	199,750.00		182,250		-0-		-0-
Industrial	1,136,569.47		999,171		626,125.44		598,727
Public Utility	1,019,268.10		853,533		361,884.74		340,181
Transportation	143,363.75		146,000		149,996.71		135,750
Foreign	1,336,001.75		1,122,980		379,525.00		332,630
Financial	1,377,800.50	\$5,212,753.57	1,199,241	\$4,503,175	417,220.75	\$2,019,744.09	371,960
							\$1,853,516
<u>PREFERRED STOCK</u>							
Industrial	585,508.65		557,975		221,676.69		317,800
Public Utility	61,616.60		54,300		11,400.00		12,654
Transportation	42,835.00		31,600		-0-		-0-
Financial	115,452.29	805,412.54	219,968	863,843	-0-	233,076.69	-0-
							330,454
<u>COMMON STOCK</u>							
Financial	829,867.99		1,762,006		476,371.89		628,652
Industrial	2,787,955.85		5,840,564		2,836,231.13		3,449,407
Public Utility	1,045,223.16		2,301,666		832,101.14		1,050,818
Transportation	148,983.25	4,812,030.25	171,375	10,075,611	121,005.95	4,265,710.11	94,800
							5,223,677
<u>MORTGAGES</u>		283,163.46		283,163			
<u>COLLEGE REAL ESTATE</u>		801,035.69		801,035			
<u>MISCELLANEOUS</u>		265,632.01		265,632			
<u>CASH AND ADVANCES TO CURRENT FUNDS</u>		2,056,522.58		2,056,522		37,813.16	37,813
		\$14,236,550.10		\$18,848,981		\$6,556,344.05	\$7,445,460

NOTE: There is also held \$56,614.06 in financial stock not included in the above figures, being the holdings in C. WHARTON STOCK ART GIFT FUND which is not included in the funds. This fund has an overdraft in principal cash of \$33,414.06.

ADDITIONS TO FUNDS

1967 - 1968

1949 CAMPAIGN SALARY FUND

From Endeavor Foundation \$ 5,000.00

CLASS OF 1911-50TH ANNIVERSARY FUND

From various donors 180.00

CLASS OF 1937-25TH ANNIVERSARY FUND

From various donors 3,627.50

CLASS OF 1918-50TH ANNIVERSARY FUND

From various donors 7,107.75

THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

From Foundation - William Felstiner 1,000.00

THE CLASS OF 1936 SCHOLARSHIP FUND

From various donors 860.00

ARCHIBALD MACINTOSH SCHOLARSHIP FUND

From - Anonymous	500.00	
80 Maiden Lane Fdn.	1000.00	
Endeavor Fdn.	5000.00	
Robert G. Wilson	500.00	7,000.00

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

From Foundation - additional grant 2,500.00

HOWARD M. COOPER SCHOLARSHIP FUND

From Trust of Emily Cooper Johnson 55,559.63

ALPHONSE N. BERTRAND SCHOLARSHIP FUND

From Bequest of Alphonse N. Bertrand 26,093.83

RAYNER W. KELSEY FUND

From various donors 235.00

CARLISLE & BARBARA K. MOORE FUND

From Mr. & Mrs. Carlisle Moore 628.75

DAVID R. BOWEN PREMEDICAL FUND

From Lewis H. Bowen 115.00

FUND FOR THE DEVELOPMENT OF THE NATURAL
BEAUTY OF THE HAVERFORD CAMPUS

From John A. Silver 4,860.00

THE CLASS OF 1964 FACULTY SALARY FUND

From various donors 80.00

ADA STEFFEN WRIGHT MEMORIAL CUP

From Willard M. Wright and Alla Tomashevsky Wright	450.00	
Kidder, Peabody & Co.	100.00	

	550.00
TOTAL	<u>\$115,397.46</u>

JOHN SHINN STUDENT LOAN FUND

From the Bequest of Ernest R. Reynolds \$116,684.64

PRICE WATERHOUSE & CO.

INDEPENDENCE MALL WEST

PHILADELPHIA 19106

October 14, 1968

Board of Managers

The Corporation of Haverford College

In our opinion, the accompanying statement of cash transactions and book value of the William Maul Measey Trust presents fairly, on a basis consistent with that of the preceding year, the income and principal transactions of the Trust for the year ended June 30, 1968 and cash balances and book value at that date in accordance with the provisions of the Trust agreement. Our examination of this statement was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

Price Waterhouse & Co.

WILLIAM MAUL MEASEY TRUST

This trust was established by William Maul Measey by agreement dated June 27th, 1952 and supplementary agreement dated April 26th, 1956.

The trust agreements provide that the income shall be granted as aid to students without restriction as to sex, race or religious affiliation, in selected secondary schools or colleges, who on the basis of character, scholarship and financial situation, merit assistance in continuing their education.

In secondary schools aid is to be given to students who live in the institutions during school terms, and not to day students.

The capital of the trust is to be invested solely in common or ordinary corporate shares.

WILLIAM MAUL MEASEY TRUST

Statement of Cash Transactions
And Book Value

For the Year Ended June 30, 1968

Book value of Trust at July 1, 1967	\$1,508,864.22
Realized capital gains	<u>319,928.37</u>
Book value of Trust at June 30, 1968, including principal cash	<u>\$1,828,792.59</u>

Cash Statement of Receipts and Expenditures

Principal

Cash balance July 1, 1967	\$ 4,364.06
Investments realized	<u>343,272.24</u>
	<u>\$ 347,636.30</u>
Investments made	\$ 323,623.21
Cash balance June 30, 1968	<u>24,013.09</u>
	<u>\$ 347,636.30</u>

Income

Cash balance July 1, 1967 representing prior year income and reserve	\$ 108,236.24
Disbursements in year	
To Haverford College for administration of Trust	\$ 10,474.90
To Haverford College for aid to 81 students	52,374.51
To secondary schools for aid to 69 students	<u>44,000.00</u>
	<u>106,849.41</u>
	1,386.83
Current year income	
Income from investments July 1, 1967 to June 30, 1968	108,456.19
Interest earned from savings fund account	<u>2,321.57</u>
	<u>110,777.76</u>
Cash balance June 30, 1968	<u>\$ 112,164.59</u>

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year.

TRUST FUNDS

W. PERCY SIMPSON TRUST

Provident Trust Co. and William J. Clark, Trustees

This perpetual Trust was established under the will of W. Percy Simpson, Class of 1890, who died Second Month 19, 1938. The will provides that one fourth of the net income from the residuary estate, after the death of his widow (who died in 1940) and of his son (who died in 1946), shall go to two grandchildren, and of the remaining three quarters one tenth shall go to Haverford College. Thus Haverford's share of the income now is 3/40th. The income comes partly from securities but largely from Texas Oil Royalties and rentals. Of the present income as estimated by the trustees, Haverford's share is about \$1,875 per annum.

The will further provides "without imposing any obligation upon Haverford College, I recommend to it the advisability of expending the moneys which shall from time to time come to it under this will or so much thereof as may be required for the examination and analysis of applicants for admission to the College with respect to their mental, physical and general qualifications, and of students therein for the purpose of determining the field of activity best suited to the individual."

The will further provides that whenever a vacancy shall occur by the death or resignation or otherwise of the individual trustee, the selecting of a new trustee shall be done by the governing body of Haverford College, and that if the College fails to perform this duty, the payment of further income to it shall terminate.

HENRY C. BROWN TRUST

Pennsylvania Co. for Banking and Trusts, Trustee

Founded Eighth Month 18, 1948, by bequest of estimated value of \$183,000 from Henry C. Brown, of Philadelphia, ex Class of 1866, to the Pennsylvania Co., in trust for benefit of Haverford College. The will provides that the income is to be used for current expenses. The will further provides that "the said College shall have power in its discretion to use a portion of the principal of the said trust estate not exceeding in any one year 20 per cent of the original fund for permanent purposes such as buildings, books and equipment proper for conducting the work of instruction and education."

NATHAN BRANSON HILL TRUST

Founded in 1904 by deposit with First National Bank and Trust Company of Minneapolis. Minn., Trust, of a paid up life insurance policy for \$5,000 by Samuel Hill '78, being in memory of his father, Nathan Branson Hill. The income is to be used to aid in the maintenance of Haverford College so long as it shall remain under the auspices of the Society of Friends. In 1931 Samuel Hill died and the policy realized \$5,039. The Trust is to remain in the care of the above named bank, now known as First National Bank of Minneapolis, until 21 years after the death of Samuel Hill's son, James N. Hill, who is still alive. At that time, the Trust is to terminate and the principal is to be vested in Haverford College absolutely.

MARY FULLER COOK TRUST

Girard Trust Corn Exchange Bank, Trustee Under Deed, Dated July 29, 1948

This perpetual trust created by deed of Mary Fuller Cook, who died April 25, 1955, widow of J. Horace Cook, Class of 1881, became operative in so far as the College is concerned, July 14, 1957, upon death of a life tenant.

The income from this trust is to be added to that from J. Horace Cook Fund "subject to the provisions of that fund, but with the understanding that if, in the judgment and discretion of the authorities of the College, such income shall be needed for purposes of the College other than scholarships, the College shall be free to so use it."

ENDOWMENT FUNDS FUNDS FOR GENERAL PURPOSES

GENERAL ENDOWMENT FUND

Founded in 1847 with subscriptions of \$50,000 by a number of Friends. Additions were made as follows: 1868, from an anonymous source, \$5,000; 1869, bequest of Ann Haines to increase the compensation of professors, \$2,670; 1870, bequest of Richard D. Wood, \$18,682.96; 1872, from William Evans, \$1,000; 1874, from executors of Jesse George, deceased, \$5,000; 1880, bequest of Dr. Joseph W. Taylor, \$5,000; 1901, legacy of Ann Williams, \$2,425.50; 1941, from children of Aubrey C. Dickson in his memory, \$300; 1954, Maria Luisa Gilde-meister, \$500; 1955, Estate of Elizabeth S. Dillinger, through Bessie Kohne Schenck, \$3,000; 1958, bequest of Henry H. Goddard, \$1,000; 1959, legacy of Herbert S. Langfeld '01, \$1,000; 1959, legacy of Jeannette K. Holmes, \$1,000; 1960, bequest of Ruth M. Walter, wife of Frank Keller Walter '00, \$2,500; 1965, bequest of William H. Harding, '18, \$5,000; 1965, gift of Robert L. Petry '20 \$4,015; 1966, gifts of Henry G. Hood, Jr. \$20; Silas J. Ginsburg, M.D. \$62.50; James S. Maier \$2,649.41; legacy of Richard Cadbury '07 \$500; legacy of Thomas Parke '23 \$2,000. Present book value \$120,594.55. The income is used for salaries and scholarships.

JOHN FARNUM MEMORIAL FUND

Founded in 1878 by the heirs of John Farnum by gift of \$25,000 as a memorial to him. Added to in 1899 by legacy of \$10,000 from Elizabeth H. Farnum, widow of John Farnum. The income only is to be used to endow a "professorship of some practical science or literature." The chair of chemistry was designated as the "John Farnum Professor of Chemistry." The principal is held in the name of three trustees for the benefit of The Corporation of Haverford College. Present book value, \$33,846.95.

JOHN M. WHITALL FUND

Founded in 1880 by bequest of \$10,000 from John M. Whittall, Sr. Present book value, \$10,640.09. The bequest is upon the condition that the art of drawing, especially mechanical drawing, shall be taught, and the income only is to be used, and for this purpose.

DAVID SCULL FUND

Founded in 1885 by bequest of \$40,000 from David Scull, Sr. Present book value, \$44,806.59. The income only is to be used to endow a professorship. The chair of biology was designated as the "David Scull Professor of Biology."

EDWARD L. SCULL FUND

Founded in 1865 by net bequest of \$9,500 from Edward L. Scull, 1864. The legacy was added to the General Endowment Fund, but in 1888 it was set apart as a separate fund. Present book value, \$11,364.35. The income only is to be used. The bequest is free from any legally binding conditions, but it was the testator's desire "that some judicious means shall be employed by the Managers to further advise students on the subjects of diet and reading."

WISTAR MORRIS MEMORIAL FUND

Founded in 1892 by gift of \$5,000 in bonds by Mary Morris, widow of Wistar Morris, as a memorial to him. There are no restrictions. The income is used for general College purposes. Present book value, \$5,144.24.

ISRAEL FRANKLIN WHITALL FUND

Founded in 1896 by net legacy of \$9,667.83 from Israel Franklin Whittall. Present book value, \$10,781.94. The income only is used for the payment of professors or teachers.

JACOB P. JONES ENDOWMENT FUND

Founded in 1897 by residuary legacy of Jacob P. Jones. This amounted when received to par value of \$279,021.60; book value, \$332,301.60, and sundry real estate. The real estate has all been sold, netting \$847,709.92. Present book value, \$1,301,375.34. The income only is to be used for general College purposes, and out of said income there shall be admitted a portion at least of the students either free of charge or at reduced rates. In accordance with this provision, about \$7,500 per annum is used for scholarships, and the balance of income for general College purposes. Jacob P. Jones' will contains the following: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

JOHN FARNUM BROWN FUND FOR THE STUDY OF THE BIBLE, BIBLICAL HISTORY AND LITERATURE, PHILOSOPHY, AND KINDRED SUBJECTS

Founded in 1900 by the late T. Wistar Brown as a memorial to his son, John Farnum Brown '93. The original gift was in cash and securities of a par value of \$43,000, shortly afterwards increased by further gifts of \$15,000. The founder made further gifts of cash and securities until 1915, the total being \$19,381 cash and \$48,500 par of securities with book value of \$41,490. His total gifts therefore had a book value of \$234,970.81. Of this, \$5,000 donated in 1910 is for endowment of prizes in Biblical history and in philosophy. A portion of the income was capitalized each year to keep intact the full value of the fund until 1940 when this fund was included in the Consolidation of funds. Present book value,

\$275,899.76. The income only is to be used for the purpose of making provision for the regular study of the Bible and Biblical history and literature, and, as way opens, for religious teaching. In 1910, the scope and title of the fund were enlarged to include "and philosophy and kindred subjects." Income up to \$200 may be used for prizes in Biblical literature and philosophy.

CLEMENTINE COPE ENDOWMENT FUND

Founded in 1904 by bequest of \$25,000 from Clementine Cope. There are no restrictions. The income is used for general College purposes. Present book value, \$21,493.67.

JOSEPH E. GILLINGHAM FUND

Founded in 1907 by bequest of \$50,000 from Joseph E. Gillingham. The testator said, "I request, but I do not direct, that part of the income of this legacy may be used for free scholarships for meritorious students." In accordance with this request, \$800 was recently appropriated annually from the income for scholarships, the balance being used for general College purposes. Present book value, \$42,394.72.

ELIZABETH H. FARNUM FUND

Founded in 1891. The original principal of this fund, amounting to \$10,000, was held by the Provident Trust Co. of Philadelphia under a deed of trust created by Elizabeth H. Farnum of Philadelphia. The income was first paid to a life tenant until 1914, when income first accrued to the College "for the payment of the salaries of teachers and professors by the said College employed." Under date of Ninth Month 18, 1944, upon petition of the trustee, concurred in by the College, the Court of Common Pleas awarded the principal to the Corporation of Haverford College "to be administered by it for the purposes set forth in the deed of trust in accordance with the non-profit corporation law." Present book value, \$9,160.24.

JAMES R. MAGEE FUND

Founded in 1915 by bequest of \$10,000 from James R. Magee, 1859, and added to in 1925, 1926, 1928, 1929, 1930, 1931, 1932, 1936, 1937, 1940, 1944, 1947-48, and 1948-49 by additional payments of \$29,182.84, \$1,694.84, \$499.31, \$499.68, \$488.85, \$207.33, \$400, \$250, \$100, \$499.89, \$175, \$197.99 and \$7.40, under his legacy. Present book value, \$45,035.96. There are no restrictions except that the income only is to be used. This is applied to general College purposes.

ALBERT K. SMILEY FUND

Founded in 1915 by gift of \$1,000 from Daniel Smiley '78, as a memorial to his brother, Albert K. Smiley, 1849, and added to in 1924 and 1926. Present book value, \$1,500.00. There are no restrictions except that preference was expressed that the income only should be used. This is applied to general College purposes.

THE HINCHMAN ASTRONOMICAL FUND

Founded in 1917 by bequest of \$10,000 par value securities from Charles S. Hinchman. Increased in 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, and 1936 by donations of \$28,926.95 from a friend of the College. Present book value, \$39,515.48. The income only to be used "to increase the salary of the astronomical professorship so as to provide a suitable instructor in the ennobling study of the heavens."

WALTER D. AND EDITH M. L. SCULL FUND

Founded in 1918 by bequest of Walter D. Scull, whose death followed shortly after the death of his sister, Edith M. L. Scull. Each left his or her estate to the other, unless predeceased; in this latter case both American estates were left to Haverford College. Both were children of Gideon D. Scull, 1843, and resided in England. Income accumulated before the receipt of the fund by the College amounted to \$16,887.66, of which \$15,078.51 was added to the principal of the fund. Present book value, \$174,560.31. The fund was created to establish a professorship of modern English constitutional history, and the chair has been designated as the Walter D. and Edith M. L. Scull Professorship of History.

ALBIN GARRETT MEMORIAL FUND

Founded in 1919 by legacy of \$25,000 from Mary Hickman Garrett, in memory of her late husband, Albin Garrett, 1864. Present book value, \$26,771.00. There are no restrictions. The income is used for general College purposes.

ARNOLD CHASE SCATTERGOOD MEMORIAL FUND

Founded in 1919 by gift of \$30,000 in securities from Maria Chase Scattergood in memory of her son, Arnold Chase Scattergood, of the Class of 1919, who died in his Junior year. The income only is to be used toward the payment of professors' salaries. Present book value, \$24,381.59.

FRANCIS B. GUMMERE MEMORIAL FUND

Founded in 1920. This fund was started by a gift of \$25,000 from the late Miss Emily H. Bourne, of New York, conditional upon the raising of \$100,000 additional for an endowment of the Chair of English Literature in memory of her friend, Professor Francis Barton Gummere. A committee of alumni, consisting of J. Stoddell Stokes '89, chairman; E. R. Tatnall '07, treasurer; Hans Froelicher '12, secretary; Charles J. Rhoads '93; Alfred M. Collins '97; Winthrop Sargent, Jr. '08, and Parker S. Williams '94, working with President Comfort, organized a comprehensive campaign among the alumni and friends of the College to raise \$375,000 for this purpose and for increase of professors' salaries; the first \$100,000 of unspecified gifts was used to complete the Francis B. Gummere Memorial Fund to at least \$125,000, and the balance comprised the Isaac Sharpless Memorial Fund. Total book value, \$125,569.51.

ISAAC SHARPLESS MEMORIAL FUND

Founded in 1920. The alumni of the College conducted during 1920 a campaign for \$375,000 additional endowment for the College to make possible additional salaries to the professors. Appeal was made to found two new funds, the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund. The funds received, except where otherwise specified, were first applied to the completion of the former up to \$125,000 (see above). Specified gifts and donations thereafter received were then applied to the Isaac Sharpless Memorial Fund. The income only is to be used for salaries of professors. Total book value, \$218,728.43.

GENERAL EDUCATION BOARD FUND

The General Education Board of New York appropriated \$125,000 in 1920 to the campaign for increase of endowment when the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund, totaling \$375,000, were raised. Interest at five per cent was paid on the full sum for three years, and the \$125,000 in full payment was completed in 1926-1927. Total book value, \$126,076.83.

HAVERFORD IMPROVEMENT FUND AND CONSOLIDATED CAMPUS HOUSES ACCOUNT

Founded in 1922 to hold the Corporation's undivided share in College Lane land and eight houses. This property was turned over to the Corporation free of debt on Third Month 17, 1922, and with same the then debt of the Corporation amounting to \$155,942.15 was liquidated. The fund started with an undivided interest of \$19,000. There was added in 1922, \$9,000; and in 1925, \$2,000. In 1926, \$5,000 of this fund was sold and the proceeds were appropriated for the alterations to Roberts Hall. The balance of this fund, \$25,000, was also used in 1927 for the same purpose. The income was used for general College purposes.

The College Lane land was purchased in 1886 for the benefit of the College by David Scull, Justus C. Strawbridge, Richard Wood and Francis Stokes, Managers of the College and now all deceased. With contributions raised by them and by mortgages on which they went on the bonds, funds were raised to build six dwelling houses, and two houses were built by the Corporation itself. From the income of the houses the debt against the properties was gradually reduced until it was entirely liquidated in 1919. The net income from 1919 until 1922, when the property was turned over to the Corporation, was applied toward the reduction of the Corporation's debt.

As of Ninth Month 1, 1944, all of these eight College Lane houses, together with seven houses which had been bought for the College and formed a part of the College debt, and nine other campus houses which were owned free of debt, were consolidated at a combined valuation of \$281,331.70 into a new Campus Houses Account held by Consolidated Investment Account. There have been additional investments in other College houses from time to time and the present book value is \$801,035.69. Amortization of 1½% is to be applied to the annual reduction of the investment.

WILLIAM PENN FOUNDATION

Started in 1926 toward a fund of \$120,000 to establish a chair of lectureship in political science and international relations. This fund forms a part of the centenary program to raise \$1,000,000. This foundation is to be devoted, at the discretion of the Managers, to provide adequate undergraduate instruction in the theory and practice of our own and other governments, in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained. Book value to date, \$102,067.43.

WALTER CARROLL BRINTON MEMORIAL FUND

Founded in 1920 by gift of \$5,000 by the family of Walter Carroll Brinton, Class of 1915, who died in France Twelfth Month 8, 1918, while engaged in Friends' Reconstruction Work. The fund sustained the Walter Carroll Brinton Scholarship until 1926-1927. It was then increased \$6,000 by further gifts of the founders, and at their request the purpose was changed from a scholarship fund to form a separately named fund of the William Penn Foundation, with its income to be used for the same objects. Present book value, \$14,125.79.

CORPORATION FUND

Founded in 1928 by setting aside \$70,000 of proceeds from sale of 5.811 acres of land on the southern boundary and at the southeastern corner of the College farm. In 1937, the fund was increased \$8,810, being proceeds of the sale of 1.762 acres of land to the Philadelphia Skating Club and Humane Society for their new ice skating rink. In 1951 the fund was increased by \$4,994.50, being proceeds of the sale of .284 acres of land to Philadelphia Electric Co. In 1953-54 the cost of renovation of Philips wing in the Library was taken from this fund (\$60,175.56). Present book value, \$41,928.94. The fund is invested and the income used for general College purposes, until otherwise directed by the Managers.

ELIZABETH J. SHORTRIDGE FUND

Founded 12 Month 22, 1930, by bequest from Elizabeth J. Shortridge, without restrictions. Until otherwise directed by the Managers, the income only is used for general purposes. Present book value, \$10,000.

HOWARD COMFORT MEMORIAL FUND

Founded in 1934 by gift of \$1,000 from President William Wistar Comfort in memory of his father, Howard Comfort, Class of 1870, who was a Manager from 1880 until his death in 1912 and secretary of the Board of Managers from 1884 until 1908.

The fund was added to by further gifts from the same donor of \$1,000 in 1935, \$1,000 in 1936, \$2,000 in 1937 and \$500 in 1949. The income only is to be used for general purposes. Present book value, \$5,527.31.

ELLEN W. LONGSTRETH FUND

This fund was established in 1935 by a bequest of \$20,000 and her residuary estate from Ellen W. Longstreth, a Friend, belonging to Haverford Meeting and living in Bry Mawr. The principal and income are both unrestricted. This bequest and residue of \$84,416.28, together with further realization on residuary assets and and additional amount received upon the death of a life tenant of a trust, made a total of \$117,520.19. A part of this fund was used for the 1953-56 Building Program. Present book value is \$67,520.19.

ALBERT L. BAILY FUND

Founded in 1936 by an unrestricted bequest of \$5,000 from Albert L. Baily '78. The fund was added to in 1962 by a gift of Joshua L. Baily, Jr., \$150. The income is used for general purposes. Present book value, \$5,150.00.

ELIZABETH B. WISTAR WARNER FUND

Founded First Month 16, 1937, by unrestricted bequest of \$4,950 from Elizabeth B. Wistar Warner, of Germantown, widow of George M. Warner '73. The income is used for general purposes. Present book value, \$4,950.00.

T. ALLEN HILLES BEQUEST

Founded First Month 19, 1937, by receipt of the proceeds of a trust fund created in 1935 by T. Allen Hilles, Class of 1870, formerly of Wilmington, Delaware, recently of Glen Mills, Pa., who died 11th Month 15, 1935. The amount received in stocks and cash was \$285,000. Proceeds of mortgages of \$7,460.94 in 1938, and final cash from executor in 1939 of \$1,603.37 brought the gross total to \$294,064.31. From this was deducted in 1939 the final settlement of taxes and fees totalling \$13,300, thus making the final net bequest \$280,764.31. Accumulated income of \$12,489.77 was also received on First Month 19, 1937. In the trust created by the donor in 1935 he provided: "The gift to Haverford College shall constitute a fund to be known as 'The Hilles Bequest,' and the income shall be used for repair, upkeep and improvement of the building which I have given to Haverford College known as the Hilles Laboratory of Applied Science of Haverford College. My purpose in making this gift is primarily to relieve the Corporation of Haverford College from any additional expense on account of the erection of the building which I have given them, and the accompanying expansion of its educational activities, but whenever and if the Board of Managers or other governing body of the College shall determine it to be for the best interest of the College to devote the whole or any part of the income of the fund to use other than those above specified such income may be applied to such uses and in such manner as the Board of Managers or other governing body may in its absolute discretion determine." Present book value, \$280,764.31.

LEONARD L. GREIF, JR. AND ROGER L. GREIF FUND

Founded Ninth Month 29, 1937, by a gift of \$1,000 from Leonard L. Greif '34, and Roger L. Greif '37, of Baltimore. The gift was unrestricted, but the Managers have set aside this fund as endowment for general purposes, the income only to be used, until otherwise determined by them. Further gifts were received from Leonard L. Greif, Jr. in part through the 1949 campaign. The present book value is \$7,000.

EDWARD M. WISTAR FUND

Founded First Month 9, 1938, by gift of \$2,500 from Edward M. Wistar '72, for endowment, the income only to be used for general purposes. Present book value, \$2,500.00.

MORRIS E. LEEDS FUND

Founded Sixth Month 26, 1941, by a gift of shares of Leeds & Northrup stock, this fund was added to by further gifts of that company's stock during the lifetime of Morris Leeds. Upon his death he bequeathed to the College three-quarters of his entire residuary estate which bequest, like the gifts made in life, was entirely without restrictions either as to principal or income.

The fund was ordered by the Managers until otherwise directed to be included among the funds for general purposes. After an appropriation for the 1953-56 Building Program, it has a present book value of \$1,429,792.09.

J. HENRY SCATTERGOOD FUND

Founded Tenth Month 1947, by donations totalling \$1660 made by members of the Board of Managers in recognition of the services for 25 years of J. Henry Scattergood '96, as treasurer of the Corporation of Haverford College. A further gift of \$340 was made in 1943-44, \$200 in 1949-50, \$1,000 in 1950-51 (through 1949 campaign), \$1,000 in 1951-52 (through 1949 campaign), \$1,000 in 1952-53 (through 1949 campaign), and \$6,800 in 1953-54 (through 1949 campaign). Present book value, \$12,000.

The income of this fund is to be used in the field of international relations and to be at the disposal of the President of the College and the William Penn Professor holding the Chair in Political Science and International Relations. If the income in any year is not used for the special purposes as stated, in the discretion of the president, it may be used for general purposes. It is further provided that after Tenth Month 1, 1951 the use of the fund for other purposes, both as to principal and income, shall be subject to the direction of the Board of Managers of Haverford College.

PARKER S. WILLIAMS FUND

Founded Tenth Month 1, 1947, by unrestricted bequest of \$100,000 under the will of Parker S. Williams, Class of 1894, of Villanova, Pa., who died in 1942. The actual amount received from the executors was \$103,993.26, due to the increased value of certain investments, which were held, instead of being converted, under an agreement with the College. Income was paid to the College from time to time until the receipt of the bequest.

GILBERT C. FRY FUND

Founded Fourth Month 2, 1948, by an unrestricted gift of \$1,000 U. S. Treasury Bond from Gilbert C. Fry, of Germantown, Philadelphia, Class of 1923, in remembrance of his 25th anniversary of graduation. A new fund was set up and until otherwise ordered by the Managers, the income only will be used for general purposes. Further gifts of \$500 was made in 1949-50, \$1,000 was made in 1950-51 (through 1949 campaign), \$1,000, 1951-52, and \$1,500 in 1952-53, 1960-61, \$1,581.02. Present book value, \$6,581.02.

DANIEL B. BOYER FUND

Founded Third Month 3, 1948, with an initial gift of \$2,500 in stock from Daniel B. Boyer, Boyertown, Pa., Class of 1911. The donor's letter states: "It is my desire that the income from the stock be allocated for faculty use. If present reduced College income is not sufficient to cover current faculty needs, the Board of Managers should not hesitate to sell the shares and apply the proceeds for that purpose." A new fund was set up, and until otherwise ordered by the Managers, the income only will be used for faculty salaries.

MARRIOTT C. MORRIS FUND

Founded Ninth Month 1, 1948, by unrestricted bequest of \$10,000 from Marriott C. Morris, Class of 1885, of Germantown.

The fund is classified among unrestricted funds for General Purposes, and is included in Consolidated Investment Account. Book value, \$10,000.

1949 CAMPAIGN SALARY FUND

Founded Sept. 1, 1950 by a transfer of \$107,800 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to augment faculty salaries and for increasing, where necessary, the teaching staff to make possible the desired ratio between faculty and students.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the Capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$206,832.94.

THE RUFUS M. JONES FUND FOR ADVANCEMENT OF TEACHING

Founded Sept. 1, 1950 by a transfer of \$235,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to stimulate professional growth, encourage desirable research, make possible short-term absences for study or to render special service, and to raise professors' salaries.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$399,082.30.

WILLIAM PYLE PHILIPS FUND

Founded on the death of William Pyle Philips, Class of 1902, of New York City, N. Y. on December 18, 1950 by the bequest of his entire residuary estate as an endowment fund in perpetuity, the principal is to be invested in such securities as the Board of Managers shall deem advisable "but at least $\frac{1}{2}$ thereof to be invested in diversified common stocks."

The income is "to be applied from time to time to such purposes as said Board of Managers in their discretion shall deem advisable, provided, however, that approximately one-half ($\frac{1}{2}$) of such income be applied to one or more of the following purposes:

"(a) Purchase for the Treasure Room of the College Library of rare books which the College would not otherwise buy and comparable with the books mentioned in *Article Third* hereof;

"(b) Bringing to the College distinguished scientists or statesmen for a lecture or series of lectures, for courses of instruction, for seminars, for research or for other academic purposes; and

"(c) Subscription to important learned periodicals, domestic and foreign, of the various humanities and sciences, purchases of back numbers of such periodicals and binding of the same for permanent preservation in the College Library." Present book value, \$4,756,276.62.

WILLIAM B. BELL FUND

Founded in Ninth Month, 1951 by partial distribution of \$19,444.44 on account of an unrestricted bequest to the College of William B. Bell, Class of 1900, of New York, and in 1953-54 a final distribution of \$14,436.47.

The fund is to be used for General Purposes and is included in Consolidated Investments Account. Present book value is \$36,178.02.

DR. THOMAS WISTAR FUND

Founded in 1952, upon the termination of a Trust by the bequest of the residuary estate of Dr. Thomas Wistar, Class of 1858, the funds are to be kept invested and the net income used for such purposes either general or special as the Managers of said College may direct. Present book value is \$25,068.15.

THE CHARLES McCAUL FUND

Founded in 1953 by a bequest of $\frac{1}{2}$ th of the residuary estate of Mary N. Weatherly. The fund is to be known as The Charles McCaul Fund, in memory of her step-father. The income only shall be spent.

The use of the fund is unrestricted but it is the hope of the testatrix that some portion of the income may be used to provide one or more scholarships, and that

the rest of the income may be used to provide *sound and conservative instruction* in the social sciences.

"It is my preference that such scholarships be awarded to students who show especial interest in the field of religion and the social sciences, but I do not specifically limit the use of the fund, having confidence in Haverford College to teach high ideals." The present book value of this fund is \$37,187.20.

ISAAC & LYDIA COPE SHARPLESS FUND

Founded in 1953 by bequest of \$5,000 from Lydia Cope Sharpless, who died Sept. 23, 1952, "in memory of my husband Isaac Sharpless." The fund is without restriction, and has a present book value of \$5,000.

CLASS OF 1937 FUND

Founded Fifth Month 16, 1955 by a gift of \$4,500 from Margaret A. Lester and John A. Lester, '96, in appreciation of the benefits rendered to their son, John A. Lester, Jr. '37.

The fund is unrestricted and has a present book value of \$4,500.

J. HORACE COOK FUND

Founded in 1955 by a bequest under the will of J. Horace Cook, Class of 1881, who died March 25, 1939, this bequest became effective on the death of Mary Fuller Cook, his widow. This fund is "to be kept . . . and the income to be used for the needs of the College as it shall see fit, but preferably for a scholarship, one to be awarded each year so there will be a student in each class receiving his tuition from this fund. Ten per cent of the net income for each and every year shall be added to principal of this Fund." Present book value, \$130,641.02.

THE FORD FOUNDATION ENDOWMENT FUND

The Ford Foundation made grants to the college on July 1, 1956 and June 27, 1957, for an Endowment Fund totaling \$345,000.

In accordance with the terms of the gift, "Until July 1, 1966, the principal of the grant shall be held by the grantee institution only as endowment, and the income from such grant shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purposes of the institution."

THE FORD FOUNDATION ACCOMPLISHMENT FUND

The Ford Foundation also made on July 1, 1956 and June 27, 1957, two payments for an accomplishment grant in the amount of \$214,000. This grant was made in recognition of the fact the College had, with certain other institutions to whom similar grants were made, taken the lead in their regions in improving the status and compensation of American college teachers.

"The purpose of the grant shall be to advance the academic program of the grantee institution either by increases in faculty salaries or by meeting other pressing academic needs. The grant may be spent in whole or in part, from time to time, as the grantee institution may determine." Withdrawn in 1965, \$138,198.06. Present book value, \$75,801.94.

THOMAS HARVEY HAINES AND HELEN HAGUE HAINES FUND

Founded in 1956 by a bequest of one-third of the residuary estate of Helen Hague Haines, this fund was given in memory of Thomas Harvey Haines, Class of 1896. The proceeds are to be used to "promote understanding among men by research, training and teaching in the field of human relations." Present book value is \$12,426.18.

EMILY BISHOP HARVEY FUND

Founded in 1958 by a bequest of \$10,000 from Emily Bishop Harvey of Radnor, Pa., patron and friend of the College, who died November 12, 1957, this fund is without restrictions and is to be used for the general purposes of the College. Book value is \$10,000.

CLASS OF 1933 TWENTY-FIFTH ANNIVERSARY FUND

Founded in 1958 by initial gift of \$6,477.50 from the class, at its 25th reunion, the income is to be used for general College purposes at the discretion of the Board of Managers. However, the Board may use the principal, if conditions unforeseen at the time of establishment of the fund make it advisable. Present book value, \$8,932.50.

JOHN E. HUME FUND

Founded in 1959, by a bequest of one-third of the residuary estate of John E. Hume, Class of 1897, the fund is unrestricted and is to be used for general purposes. Present book value, \$35,828.17.

FREDERIC H. STRAWBRIDGE FUND

This gift was left to the College by Frederic H. Strawbridge, Class of 1887, upon his death in 1958. The fund represents the culmination of a long series of gifts made during his fifty-one years as a member of the Board of Managers. It is unrestricted, and has a present book value of \$10,000.

WILLIAM H. COLLINS FUND

Established by the bequest of the residuary estate of Julia Cope Collins, who died August 20, 1959, and who was long a devoted friend and neighbor of the College, and widow of William H. Collins, Class of 1881, for many years head of the College Building and Grounds Division, the use of this fund is to be left to "the judgment of the governing body of the College." Julia Collins states in her will that "if the income from this fund, or some part of it, could be used for scholarships for deserving students, I should approve of such use but . . . I do not restrict the use of the fund for this purpose." The present book value is \$185,110.15.

MARY FRANCES NUNNS FUND

Founded in 1960 by a bequest of \$25,000 from Mary Frances Nunns, the income is to be used for scholarships unless otherwise directed by the Board of Managers, they being empowered by the will to use the income for scholarships or general purposes. The present book value is \$25,000.

ELI NICHOLS FUND

This fund, created under the will of Eli Nichols, Class of 1912, representing one-half of his residuary estate, came into possession of the College in January, 1961 on the death of Anna E. Nichols.

By his will the fund is left to Haverford College "to be added to the general endowment funds of said College or to be used by the trustees of said College as in their judgment and discretion may be for the best interest of said College." Withdrawn in 1965, \$267,764.

The present book value of the fund is \$78,342.56.

WILLIAM GIBBONS RHOADS FUND

This fund was established in 1961, by a bequest of \$25,000 from William Gibbons Rhoads, Class of 1897, who died December 10, 1960.

His will directed that the "income from the aforesaid gift to the Board of Managers of Haverford College shall be used for visits to the College by distinguished persons in the field of the humanities and social sciences. These visits may be for a lecture, a series of lectures, for purposes of instruction, for seminars for research, or for other academic purposes. However, the income and/or principal of the fund may, at the discretion of the Board of Managers, be used for any purpose which they may consider to be of more value to the College, or the fund may be merged with the general endowment of the College and the income or principal or both used toward the general expenses of the College." The present book value is \$25,000.

PHILIP B. AND LOUISE SPAHR DEANE FUND

This fund was established in 1961 by gifts of \$10,735, from Philip B. Deane, Class of 1911 and his wife, Louise Spahr Deane of York, Pa., in gratitude for the scholarship help and educational opportunities made available to Philip Deane during his years at Haverford.

The income from this fund, on their death, is to be used for the general purposes of the College. Present book value, \$30,603.32.

CLASS OF 1911 — FIFTIETH ANNIVERSARY FUND

Established in 1961 by gifts of the Class of 1911 in celebration of their 50th anniversary, the income and principal are to be used for general College purposes. The present book value is \$6,084.81.

THE CLASS OF 1935 — TWENTY-FIFTH ANNIVERSARY FUND

Initiated in 1960 by gifts of the members of the Class of 1935, in connection with their twenty-fifth anniversary, both income and principal may be applied for the general purposes of the College. The present book value is \$7,275.67.

THE CLASS OF 1937 — TWENTY-FIFTH ANNIVERSARY FUND

The fund was established by gift from the members of the Class of 1937 upon their 25th anniversary. There are no restrictions, but it was thought that a present need was in connection with the library and the income is currently used for this purpose. Present book value is \$28,710.81.

ALLEN C. THOMAS FUND

This fund represents the gift of the residuary estate of Miriam Thomas, who bequeathed it to the College as a memorial to her father, Allen C. Thomas, for many years beloved Librarian and Professor of History at Haverford. The bequest became effective upon the death of Edward Thomas on November 16, 1962. It is unrestricted as to the use of either principal or income and has a present book value of \$25,148.45.

CHARLES E. GAUSE FUND

The fund came into the hands of the College in 1964 upon the death of a life tenant having been created under a deed of trust of Charles E. Gause, Class of 1880. It is to be used for the general purposes of the College, and has a present book value of \$21,147.97.

CLASS OF 1918 — 50TH ANNIVERSARY FUND

This fund was established in 1968 by gifts from the members of the Class of 1918 in celebration of their 50th anniversary, and in memory of their classmate Bennett S. Cooper. Principal and income are to be used for the general purposes of the College. Present book value is \$7,107.75.

FUND FOR GRADUATE SCHOOL MOSES BROWN FUND

A trust founded by T. Wistar Brown, in 1906, as a memorial to his father, Moses Brown. Transferred to the College in 1916 after his death, having at that time a par value of \$372,821.91 and book value of \$318,823.56. Present book value, \$414,248.81. The fund was created to establish a graduate course in religious study in harmony with and supplementary to the teaching and study provided for by the John Farnum Brown Fund. The income only is to be used; at least ten per cent of the total income must be capitalized each year. The unused income, if any, is likewise capitalized at the close of each fiscal year. The graduate school supported by the Moses Brown Fund was designated "The Thomas Wistar Brown Graduate School." In 1927 the former separate school was discontinued and eight graduate scholarships were created.

In 1937-1938, arrangements were first made for cooperation in courses with Pendle Hill, a school for religious education under the care of Friends, located at Wallingford, Pa.

FUNDS FOR INFIRMARY INFIRMARY ENDOWMENT FUND

Founded in 1911 from subscriptions totaling \$9,072.55, raised among alumni and friends of the College. The income is used toward the expenses of the Morris Infirmary. Present book value, \$9,653.44.

JOHN W. PINKHAM FUND

Founded in 1911 by legacy of \$5,000 from John W. Pinkham, 1860, being transmitted by gift from his widow, Cornelia F. Pinkham. There are no binding conditions, but as she expressed an interest in the Morris Infirmary, then building, the Board of Managers directed that the income of this fund should be used in the support and maintenance of the Infirmary. Present book value, \$5,059.50.

FUND FOR HAVERFORD UNION HAVERFORD UNION FUND

Founded in 1920 by gift from the former Haverford Union members of \$1,000 par value of bond at book value of \$800 and \$678.59 cash, and all the personal property in the Union from the Haverford College Union. The College assumed the responsibility for the care of the building First Month 16, 1920. The income is used toward the maintenance of the Union building. Present book value, \$1,878.82.

FUNDS FOR SCHOLARSHIPS THOMAS P. COPE FUND

Founded in 1842 by gift of sixty shares of Lehigh Coal and Navigation Co. stock, par value \$3,000, from Thomas P. Cope. Present book value, \$5,257.82. The income only is to be used "for the education of young men to qualify them to become teachers, but who are not of ability to pay their own schooling." This fund sustains the Thomas P. Cope Scholarships.

EDWARD YARNALL FUND

Founded in 1860 by bequest of \$5,000 from Edward Yarnall. Present book value, \$6,069.23. The income only is to be used for "the support of free scholarships." The fund sustains the Edward Yarnall Scholarships.

ISAIAH V. WILLIAMSON FUND

Founded in 1876 and increased in 1883 by gifts of sundry ground rents from Isaiah V. Williamson. Present book value, \$19,817.40. The income only is to be used for free scholarships. The fund sustains the Isaiah V. Williamson Scholarships.

RICHARD T. JONES SCHOLARSHIP FUND

Founded in 1885 by bequest of \$5,000 from Jacob P. Jones as a memorial to his late son, Richard T. Jones, 1863. The income only is to be used to sustain the "Richard T. Jones Scholarship." Present book value, \$5,056.25.

MARY M. JOHNSON SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Mary M. Johnson. Accrued interest before payment to the College increased the fund by \$3,062.95. The bequest was to establish a "perpetual scholarship." The fund sustains the Mary M. Johnson Scholarships. Present book value, \$7,013.61.

SARAH MARSHALL SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Sarah Marshall. Accrued interest before payment to the College increased the fund by \$2,589.49. The bequest was to establish a "perpetual scholarship." The fund sustains the Sarah Marshall Scholarships. Present book value, \$7,919.76.

CLEMENTINE COPE FELLOWSHIP FUND

Founded in 1899 by gift of \$25,000 from Clementine Cope. The gift was to establish the "Clementine Cope Fellowship Fund to assist worthy and promising graduates of Haverford College in continuing their course of study at Haverford or at some other institution of learning in this country or abroad." The selection of the Fellows is made by the Board of Managers upon nomination by the faculty. Present book value, \$22,845.86.

ISAAC THORNE JOHNSON SCHOLARSHIP FUND

Founded in 1916 by gift of \$5,000 from Isaac Thorne Johnson '81. Present book value, \$10,279.80. The gift was to establish "The Isaac Thorne Johnson Scholarship to aid and assist worthy young men of Wilmington Yearly Meeting or of the Central West to enjoy the privileges of Haverford College." Unused income is added to the principal of the fund.

CASPAR WISTAR MEMORIAL SCHOLARSHIP FUND

Founded in 1920 by gift of Edward M. and Margaret C. Wistar of \$5,000 par value in bonds in memory of their son, Caspar Wistar, of the Class of 1902, who died in Guatemala in 1917 while engaged in mission service in that country. The income only is to be used for scholarships, primarily for sons of parents engaged in Christian service, including secretaries of Young Men's Christian Associations, or students desiring preparation for similar service in America or other countries. A further gift of Miss Raquelita Wistar of \$4,228.13, was received. Present book value, \$11,662.39.

J. KENNEDY MOORHOUSE SCHOLARSHIP FUND

Founded in 1926 by gifts totaling \$3,000, with \$1,000 added in 1926, and \$1,000 in 1928 and \$1,000 in 1929 from the Class of 1900 in memory of their classmate, J. Kennedy Moorhouse. The scholarship provided by this fund is "to be awarded, whenever a vacancy shall occur, to the boy ready to enter the freshman class, who in the judgment of the president of the College appears best fitted to uphold at Haverford the standard of character and conduct typified by J. Kennedy Moorhouse, 1900, as known to his classmates A man, modest loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living." Present book value \$5,155.85.

LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

Founded in 1928 by gift of \$5,000 from Triangle Society, as follows:

"The Triangle Society of Haverford College herewith presents to the Corporation of Haverford College, a fund of Five Thousand Dollars (\$5,000) to be hereafter known and designated as the 'Louis Jaquette Palmer Scholarship Fund';

"This fund represents contributions from the members of the Triangle Society of Haverford College who have been thus inspired to perpetuate the memory of their fellow member, Louis Jaquette Palmer, of the Class of 1894, one of the founders of the Triangle Society, whom they admired for his cooperative spirit and constructive interest in student and community welfare. The fund is placed with the Corporation of Haverford College with the understanding:

"That such student shall be selected from a list of those eligible for entrance to Haverford College, who shall have combined in his qualifications the fulfillment of such conditions as apply to applicants for the Rhodes Scholarships under the terms of its creation, and furthermore that the student so selected and entered in Haverford College may continue to receive said scholarship fund throughout his course at College, subject to the approval of the Committee, otherwise preference shall be given to applications for the freshman class;

"That the selection of said student and the determination of the qualities and conditions hereinbefore mentioned shall be subject to the decision and control of a committee of three (3), which committee shall be composed of two (2) members of the Triangle Society and the president of Haverford College, the said members of the Triangle Society to select and recommend the applicants and the committee as a whole to determine their qualifications and eligibility.

"Finally, in the event that no student is selected by the Triangle Society or that a vacancy occurs, the income from said funds and any additions shall accumulate as provided under the customary rules and regulations of the Corporation of Haverford College."

This fund has further been added to by yearly contributions from members of the Triangle Society. Present book value is \$18,591.13.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP FUND

Established in 1931 by bequest of \$5,045.60 from Mary Newhall in memory of her father, Paul W. Newhall, a Manager, 1844-48, for the establishment of a scholarship fund. The income only to be used for free scholarship purposes. Present book value, \$5,045.60.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIP FUND

Founded in 1935 by gift of \$750, \$2,000 each year, 1936 to 1940, and in 1942; \$2,500 in 1941; \$1,000 in 1943; \$1,000 in 1944; \$2,000 in 1945; \$2,000 in 1947-1948, \$1,000 in 1949-1950, by Harry M. Zuckert, New York, in memory of his son, Robert Martin Zuckert, of the Class of 1936, who was killed in an accident in June 1935. The income is to be used for scholarship and the donor said, "I should prefer a boy who is a native of New York or Connecticut and who now resides in one of those States." Present book value, \$22,250.00.

SAMUEL E. HILLES SCHOLARSHIP FUND

Founded in 1935 by gift of \$5,000 from Mrs. Mina Colburn Hilles, of Orlando, Fla., in memory of her husband, Samuel E. Hilles, Class of 1874, formerly of Cincinnati, who died in 1931. This fund was created under a trust deed with Central Title and Trust Co., Orlando, Fla., to which annual reports are to be made. The income only is to be used for scholarships for worthy students who are unable to finance their expenses at Haverford College. Present book value, \$5,017.31.

CLASS OF 1913 SCHOLARSHIP FUND

Founded Fourth Month, 15, 1937, by gift of \$3,000 from Class of 1913 for the endowment of scholarship aid. The income only is to be used for scholarship aid, to be awarded annually to a worthy student of any undergraduate class. Preference is to be given to sons of members of the Class of 1913 who may apply and who meet the usual requirements of the College. Present book value, \$3,000.

THE AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIP FUND

Founded Fifth Month 31, 1939, by gift from two anonymous friends of Dr. Augustus Taber Murray '85, by gifts of \$20,000 par value of securities subject to annuity during their lives, and with permission to use principal for the annuity payments, if necessary.

Upon the deaths of the two annuitants, the remaining principal shall be held in a fund, the "Income to be used for scholarships in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885, and for many years a professor of Leland Stanford University, the fund to be known as "The Augustus Taber Murray Research Scholarship." The scholarships in English literature or philology, the classics, German literature or philology (in order of preference) shall be awarded upon such terms and conditions as the College may from time to time establish to students

who have received the bachelor's degree at Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy or such degree as may in the future correspond to that degree."

The amount of the scholarship is to be \$900 a year whenever awarded, and only unmarried students are eligible to hold it. Present book value, \$32,541.49.

THE CLASS OF 1917 SCHOLARSHIP FUND

Founded Seventh Month 13, 1942, by initial gift of \$2,000 from the Class of 1917, John W. Spaeth, Jr., treasurer, as a Twenty-fifth Anniversary gift. A further gift of \$250 was made at the same time to cover the first two years of a scholarship of \$125 per year. Preference is to be given to a son of a member of the Class of 1917. The income only is to be used for a scholarship to the extent of \$150 per annum. This was increased to \$200 per annum in 1947-1948. Further contributions from the members of the Class of 1917 are to be applied in the following order:

(1) — To supplement the annual income from the principal sum of \$2,000, so that the annual scholarship stipend shall be \$150 (increased to \$200 in 1947-48, increased to \$300 in 1949-50, increased to \$500 in 1952-53), or as near that sum as may be;

(2) — To add to the principal sum any surplus of these annual contributions not needed to serve the purpose of (1). Since the scholarship stipend for the years 1942-1943 and 1943-1944 was already provided for by the additional \$250 already contributed by the Class of 1917, the annual contributions from the class in these two years was added at once to the principal sum of \$2,000, thus serving the purpose of (2) above. Further contributions have been made annually to make their present book value \$11,200.

DANIEL B. SMITH FUND

Founded Tenth Month 6, 1943, by gift of \$2,500 from Anna Wharton Wood, of Waltham, Mass., who died in 1944. This was increased Fifth Month 24, 1945 by a bequest of \$2,500 made by Miss Esther Morton Smith, of Germantown, Philadelphia, who died Third Month 18, 1942, by a further bequest by Dorothea Atwater Smith of \$5,000 March 10, 1958.

This fund is established by the granddaughters of Daniel B. Smith "in loving memory of their grandfather and his intimate association with the early years of the College."

The income is to be used, in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be give to a descendant of their father, Benjamin R. Smith, if any such should apply. Present book value, \$10,000.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND

Founded Eleventh Month 1, 1943 by bequest of \$75,534.58 from Joseph T. Hilles, 1888, in memory of his mother "Sarah Tatum Hilles."

The will directs that the income be used "to provide for such number of

annual scholarships of \$250 each as such income shall be sufficient to create"; they are to be awarded by the Managers upon "needy and deserving students," and to be known as "Sarah Tatum Hilles Memorial Scholarships."

It is estimated that 12 scholars can be thus provided for at present. Present book value, \$75,534.58.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

Established Second Month 2, 1944, by gift of \$200 from Mrs. Elihu Grant to supplement the simultaneous transfer of \$803.73 to this new fund from Donations Account, being the balance of donations made by Dr. Grant during his lifetime to the Beth Shemesh account, and \$75 realized from the sale of some of his books. Mrs. Grant has made a further gift of \$1,000 in 1943-44 and \$2,000 in 1944-45. And, Grant Foundation, Inc., gave \$10,000, also in 1944-45. Mrs. Grant made a further gift of \$1,000 in 1945-46. In 1949-1950 in connection with the campaign, the Grant Foundation made a further gift to the College of \$25,000. The fund is increased as a number of trusts created by William T. Grant terminate.

With the donor's approval, the terms of the fund are as follows:

"Founded in 1944 to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938, a member of the College faculty. The income from this fund is applied to scholarship assistance to students in the humanities, primarily those specializing in the study of Biblical literature and Oriental subjects, and is limited to those whose major subject has been approved by the College faculty. In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College." If conditions change, the Managers are given power to change the use of the fund. In making the additional grant in 1949-50, the Foundation stated that "the income from this present gift may be allocated as scholarship or fellowship awards by the proper authorities of the College to undergraduate or graduate students without restriction as to courses of studies." Present book value, \$52,325.01.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP FUND

Founded Sixth Month 13, 1946 by a gift of \$8,000 from Madeleine Seabury Febiger, of Philadelphia, in memory of her husband, Christian Febiger, Class of 1900.

On Third Month 18, 1949 a bequest of \$9,050 was received from the executors of Mrs. Madeleine Seabury Febiger, who died September 27, 1947, and was added to this fund.

The income only is to be used in paying the tuition or other college expenses of worthy, needy students at Haverford College. Present book value, \$17,050.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP FUND

Founded 2nd Month 10, 1947 by gift of \$5,000 from Mrs. Mary E. B. Markley of Ann Arbor, Michigan, widow of Joseph L. Markley, A.B. '85, M.A. '86, who was professor of mathematics at University of Michigan. The gift was made "to be held as an endowment fund in memory of Joseph L. Markley of the Class of 1885, the income of which is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need."

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIP FUND

Founded 2nd Month 24, 1947 by initial gift of \$10,000 from Dr. Joseph C. Birdsall, Class of 1907, of Haverford, Pa., "for the establishment of a new fund to be known as Joseph C. and Anne N. Birdsall Scholarship Fund, the income only to be granted each year, in the discretion of the faculty of Haverford College, as scholarship aid to some student or students of Haverford College who are preparing for medicine — the selection to be upon the basis of character, scholarship and financial need." Further gifts 1947-48, \$5,000; 1948-49, \$5,000; 1949-50, \$5,000; 1956-57, \$5,000. Present book value, \$30,000.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP FUND

Founded by gifts made First Month 20 and Second Month 17, 1948, totaling \$3,000, by Mr. and Mrs. Daniel E. Davis, of Sewickley, Pa., to establish the Daniel E. Davis, Jr. Memorial Fund, in memory of their son, ex Class of 1944, who was killed in aerial warfare in the Pacific.

The income from the fund is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need.

JONATHAN M. STEERE SCHOLARSHIP FUND

Founded Twelfth Month 28, 1948 by gift of \$2,300 from Jonathan M. Steere, Class of 1890. Classified among the Scholarship Funds and included in Consolidated Investment Account.

The donor's provisions governing the use of the fund are as follows: "With this stock, or its proceeds, I wish to establish a fund for a scholarship primarily for a graduate of Moses Brown School, Providence, R. I., now under the care of New England Yearly Meeting of Friends. Should the scholarship not be awarded in any one year to a graduate of Moses Brown School, it may be awarded to someone else, preferably from New England, in the discretion of the College. If advisable, it may be given to more than one boy in any year. My preference is that it be awarded to a member of the Society of Friends, but I do not so restrict it. Should

the time come when, for any reason, scholarships may not be needed or desirable, having full confidence in the management of the College, I wish that both the principal and the income be used as the College in its sole discretion shall determine.

"I suggest that at the College it be known as the 'Moses Brown School Scholarship', and at the School as the 'Haverford Scholarship'." A further gift of \$4,985 was made in 1949-50 and \$2,715 in 1950-51.

Upon his death on September 21, 1958, \$10,000 was added by bequest to the fund making the present book value \$20,000.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP FUND

Founded Tenth Month 1949 by gift of \$15,000 from Miss Mary Graham Tyler in memory of her father, William Graham Tyler, Class of 1858. Formerly of Philadelphia, William Graham Tyler took an active part in civic improvement in New Jersey and in Iowa, and was concerned with the advancement of Friends Education at both William Penn College and Haverford College.

The income from the fund is to be granted each year, in the discretion of the College, as scholarship aid to some student or students on the basis of character, scholarship, and financial need. Preference is to be given to students from Oskaloosa, Iowa, or William Penn College in that state.

1890 MEMORIAL SCHOLARSHIP FUND

Founded in March 1950 by a gift from Andrew L. Lewis of Worcester, Pennsylvania, in memory of his father, John F. T. Lewis, of Class of 1890, "and in recognition of his father's friendship with the members of his class."

The income from this fund is to be awarded as a scholarship by the College to a deserving student. Since in the beginning the income from this fund will not be large enough to furnish an entire scholarship it may be used in conjunction with some other scholarship to insure aid of material size. Increased by \$100 in 1951-52, and \$100 in 1952-53 and \$100 in 1961-62. Additional gifts of Andrew L. Lewis in 1963-64 of \$500; 1964-65, \$1,000 and 1966-67, \$500. Present book value, \$4,800.

1949 CAMPAIGN SCHOLARSHIP FUND

Founded Sept. 1, 1950 by a transfer of \$38,610 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds available for scholarships, in order to maintain the quality and increase the diversity of the student body and to carry on the tradition that personal merit rather than ability to pay is the primary entrance qualification.

Until otherwise ordered by the Board 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$52,651.66.

MAX LEUCHTER SCHOLARSHIP FUND

The plan for this fund was evolved during the life of Max Leuchter, who died in 1949, and carried out upon his death by his wife Cecila P. Leuchter and his sons, Ben Z. Leuchter and Joel C. Leuchter. Self educated after completion of grade school, becoming editor and publisher of the *Vineland Times Journal*, Max Leuchter wished to benefit the College to which he sent his son, and which he had come to greatly admire.

The purpose of the donors in making this gift in 1950 of \$10,000 was to "create a scholarship which shall be given yearly to a student whose need can be demonstrated, whose academic performance meets the College requirements, and who, in addition, gives promise of making an outstanding contribution to the life of the College through his breadth of interest, his love of hard play and of hard work."

The scholarship shall be in the amount of \$300 in the beginning. It may be given to a new student each year or to one student through each of his four years. All income received above \$300 shall be capitalized each year.

"When the income from the fund reaches proportions such that an additional scholarship of \$300 can be awarded, and that at the same time at least \$300 can be returned to the fund, the additional award shall then be made.

"It is the further wish of the donors that, while their interests are primarily as stated above, should the Board of Managers of the College be faced with circumstances which cannot be foreseen now, the Board may, at its discretion, use the income from the fund for College purposes other than the scholarship purposes." The present book value is \$17,282.07.

A. CLEMENT WILD SCHOLARSHIP FUND

Founded in 1951 by a first gift of \$4,087.50 of Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from the fund is to be used for a scholarship or scholarships, to be granted without restrictions in the discretion of the College.

In making the gift the donor, though reiterating the freedom from restrictions, expressed the feeling that as A. Clement Wild was born in England, becoming a naturalized American citizen, a grant to an English exchange student or someone in a similar category would be appropriate. Increased by \$4,625 in 1951-52; \$4,300 in 1952-53; in 1953-54 \$4,100; in 1954-55 \$5,300; and in 1955-56 \$2,587.50. The present book value is \$25,000.

CAROLINE CHASE SCHOLARSHIP FUND

Founded December 10, 1951 by payment on a bequest of part of the residue of the estate of Caroline Chase, daughter of Thomas Chase, one time president of the College, of Providence, Rhode Island, whose will provided:

"This gift is made as an expression of my father's enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature.

"It is my intention that the said share given to said Haverford College shall

be used for any of the educational purposes of said College according to the discretion of the president of the time being."

Present book value of the fund is \$6,245.11.

ROY THURLBY GRIFFITH MEMORIAL FUND

Founded in 1953 by a legacy of \$5,000 from Grace H. Griffith, who died April 14, 1952, in memory of Roy Thurlby Griffith, Class of 1919. "The income therefrom to be used for a scholarship or scholarships for such individual or individuals as in the judgment of the trustees of said College shall be deserving of the same. The trustees of said College shall have full power and discretion to determine the number of scholarships, the amount of such scholarships, and the recipients of the same, but it is my desire that wherever possible preference shall be given to boys who have no father and who are in need of financial assistance." Present book value, \$5,000.

CLASS OF 1904 SCHOLARSHIP FUND

Founded June 4th, 1954 in commemoration of its fiftieth anniversary by the Class of 1904 and the families of its deceased members, the fund is to be used for scholarship purposes and has a present book value of \$10,000.

INAZO NITOBÉ SCHOLARSHIP FUND

Founded in 11th Month 1955 by a bequest of \$10,000 under the will of Anna H. Chace of Providence, R. I. The fund became payable upon the death of her sister Elizabeth M. Chace.

"The income, or so much thereof as said College may deem best, (is) to be used and applied for the education at said Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship." Present book value, \$10,000.

THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

Founded February 1956, by a gift of \$1,000 from The Summerfield Foundation, and added to by additional gifts, this fund is to be added to the endowment of the College; the income is to be use for scholarship purposes. Present book value, \$13,000.00.

W. LACOSTE NEILSON SCHOLARSHIP FUND

This fund was established in June 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory.

The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts. The present value of this fund is \$12,575.

WALTER R. FARIES SCHOLARSHIP FUND

Founded in 1959 by a gift of securities from Walter R. Faries, Class of 1916, the fund is to be administered in accordance with an agreement with the donor.

Upon the death of certain annuitants "all income thereafter shall be used to provide partial or full scholarships for future students at Haverford with the understanding that leadership qualities rather than scholastic ability alone shall be considered as far as practicable in making such award. If changing circumstances in years to come shall, in the judgment of the Board of Managers of Haverford College, make the original purpose of this fund impracticable or undesirable, such Board shall have the power to use the income for other purposes of the College." Present book value, \$85,868.27.

RUFUS MATTHEW JONES SCHOLARSHIP FUND

Founded Twelfth Month 23, 1959, by gifts of \$1,500 from Clarence E. Tobias, Jr. of Cynwyd, Pennsylvania, as a testimonial to Rufus Jones and in gratitude for "the excellent educational facilities Haverford provided for me and my son," the principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipients will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from anyone who might be interested.

If changing circumstances in future years make it advisable, the provisions for use of this fund may be changed by the Board of Managers on the recommendation of the president of the College and the chairman of the Department of Philosophy. The present book value is \$2,000.

CLINTON P. KNIGHT, JR. NEW ENGLAND SCHOLARSHIP FUND

This fund was established in 1961 by a gift of \$5,465.98 from the Haverford Society of New England, representing accumulated contributions from its members over a period of years while they were maintaining a \$500 annual scholarship at the College.

By agreement of the Board of Manager, a portion of the contribution made during 1961 by members of the Society to the Haverford College Development Program was added to the fund at its inception to bring the total to \$12,500. The income, and principal, if necessary, is to be used to maintain annual scholarships of at least \$500, with preference to be given to a student from the New England area. If at some future time changing conditions make it inadvisable to continue on these terms, the Board of Managers shall have discretion to use the principal or income for other purposes. Provision has been made by the donor for additions by anyone interested in the purposes of the fund.

At the request of the Haverford Society of New England, in recognition of the leading part played by Clinton P. Knight, Jr. '16, in the establishment and building up of this fund, it has been named in his honor. The present book value is \$12,800.

GEORGE A. KERBAUGH SCHOLARSHIP FUND

This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide for additional badly needed stands for Walton Field.

At the time the stands were given in 1947-49 it was agreed that the income derived from the stands preferably would be used for improving the athletic facilities of the College as determined by the administration after consultation with the Triangle Society. Changing conditions with regard to admission charges and fluctuations in attendance made it so difficult to arrive at a satisfactory determination of the exact income which these new stands produced that it was decided, in lieu of the previous arrangement, to establish a second Triangle Scholarship of \$700 per annum drawn from the general funds appropriated for scholarships, this being equivalent of 5% income on the original investment in the stands.

George Kerbaugh's many services to the College included his chairmanship of the committee which raised the funds for the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

THE F of x SCHOLARSHIP FUND

This fund was established by a bequest from Legh Wilber Reid, who died April 3, 1961, and who was the esteemed professor of mathematics at the College for 34 years.

His will provides that the sum of \$10,000 should be invested in a scholarship fund to be known as "The F of x Scholarship." Income from this fund is to be available "to a student entering the Sophomore, Junior or Senior class in mathematics . . . and who has completed with credit the class in Freshman mathematics at Haverford College, and who shall have shown a real interest in mathematics and gives promise for the future of his work in that subject." The present book value of the fund is \$10,000.

M. A. AJZENBERG SCHOLARSHIP FUND

"Established in 1962 in memory of M. A. Ajzenberg for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City." Additional gift of Mr. & Mrs. Walter Selove, \$1,050. The present book value is \$25,175.

THE CLASS OF 1912 SCHOLARSHIP FUND

The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912.

The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student. Present book value is \$7,257.

THE CLASS OF 1936 SCHOLARSHIP FUND

Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction. However, the Board of Managers may use the income or principal for other purposes, if in their opinion conditions unforeseen at the time of establishment make it advisable. Present book value is \$17,229.19.

ARCHIBALD MacINTOSH SCHOLARSHIP FUND

This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes. Present book value is \$13,217.13.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

This fund was established in July 1965 by a grant of \$2,500 from the Reader's Digest Foundation and additional grants. The income only is to be used for scholarship purposes. Present book value \$10,000.

THE JOSÉ PADÍN PUERTO RICAN SCHOLARSHIP FUND

This fund was established in October, 1966, by a gift from Paulina C. Padín in memory of her husband, Dr. José Padín, of the class of 1907. As both Dr. and Mrs. Padín had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the college. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for José Padín, who during his lifetime did so much for education in his native country. The present book value of the fund is \$228,437.50.

THE HOWARD M. COOPER SCHOLARSHIP FUND

Upon her death, on April 11, 1966, a gift of part of the residue from a Deed of Trust created by Emily Cooper Johnson, a friend of the College, became effective. This fund is for the establishment of the "Howard M. Cooper Scholarship," the use of which is intended for such students as need assistance to acquire education, preference being given to members of the Religious Society of Friends and especially to those affiliated with Newton Preparative Meeting of Friends of Camden, New Jersey, of which Howard M. Cooper was a lifelong member. The present book value is \$55,449.63.

ALPHONSE N. BERTRAND SCHOLARSHIP FUND

This fund came to the College as a bequest from Alphonse N. Bertrand, of Swarthmore, who died October 25, 1966.

The income only is to be used to "make non-interest bearing loans to students at the College who, in the opinion of the authorities of the College are of good intellectual promise and who are in need of financial assistance . . ."

The present book value is \$26,093.83.

GEORGE F. BAKER SCHOLARSHIP GRANT

This first grant of \$50,000 made in 1968 is to be used for scholarship aid program for students whom the College considers to have an aptitude and potential interest in careers in business. The principal of the fund is to be fully spent, at the rate of approximately $\frac{1}{3}$ of the original grant each year. Expenditures may include financial aid to students, costs of administering the program, summer interships, and related service to acquaint students with business opportunities, and portions of staff time costs included in the operation of the program. It is expected that additional grants will be made each three years for at least three grants, and possibly four. Earned interest is to be applied to the fund. Reports are to be made annually to the Trust.

FUNDS FOR THE LIBRARY ALUMNI LIBRARY FUND

Founded in 1863 by contributions from the alumni and other friends of the College. In 1909 the unexpended balance (about \$5,000) of a fund of \$10,000 raised in 1892, and known as the "New Library Fund," was merged into the Alumni Library Fund. 1966 additional gift from an anonymous donor of \$10,000. Present book value, \$27,435.06. The income is used for binding and miscellaneous expenses of the Library.

MARY FARNUM BROWN LIBRARY FUND

Founded in 1892 by gift of \$20,000 from T. Wistar Brown, executor of the Estate of Mary Farnum Brown. Additions were made by T. Wistar Brown in 1894, \$10,000 for a lecture fund, and in 1913, \$20,000. In 1916, after T. Wistar Brown's death, there was added to this fund \$34,499.78 par value of securities, book value, \$30,149.78, being a trust which he had created for this purpose in 1908 and to which he had made additions in subsequent years. Present book value, \$70,618.30. The purpose of this fund (except \$10,000) is for the increase and extension of the Library. The income only is to be used for the purchase of books, and one-fifth of same is to be spent for books promoting the increase of Christian knowledge. The books purchased with the income of this fund are marked by a special book plate. The income of \$10,000 of the fund is to provide for an annual course of lectures upon Biblical subjects designated "The Haverford Library Lectures." Unused income from the fund, if any, must be capitalized at the end of each fiscal year.

WILLIAM H. JENKS LIBRARY FUND

Founded in 1910 by gift of \$5,000 from Hannah M. Jenks, widow of William H. Jenks. The fund was first known as "Special Library Fund," but after the death of Hannah M. Jenks was changed, in 1916, to "William H. Jenks Library Fund." The purpose of this fund is that the income shall be used for the care of the collection of Friends' books made by William H. Jenks and given by his widow to Haverford College, and to make appropriate additions thereto. Any income not used for these purposes may be used toward the general needs of the Library. Present book value, \$5,000.

MARY WISTAR BROWN WILLIAMS LIBRARY FUND

Founded in 1914 by gift of \$20,000 from Parker S. Williams '94, as a memorial to his late wife, Mary Wistar Brown Williams. The income only is to be used for the purchase of books for the Library, preferably books coming within the classes of history, poetry, art, and English and French literature. The books purchased with the income of this fund are marked by a special book-plate. Present book value, \$20,306.74

ANNA YARNALL FUND

Founded in 1916 by residuary bequest of \$13,000 par value of securities with book value of \$7,110, and one-half interest in suburban real estate from Anna Yarnall. Additional amount under bequest was received in 1918. Present book value, \$173,078.14. The real estate was sold in 1923 and netted the College \$164,820.50. The bequest was made for the general use of the Library. The testatrix says, "I do not wish to restrict the Managers as to the particular application of this fund, but desire them to use the income arising from it as in their best judgment and discretion shall seem best, for the purchase of books and manuscripts, book cases, rebinding of books, and, if need be, the principal or portions thereof, or the income or portions thereof, for additions to the present Library building, or the erection of new Library buildings. I direct that all books purchased with this fund shall be plainly marked 'Charles Yarnall Memorial' in memory of my father, Charles Yarnall."

F. B. GUMMERE LIBRARY FUND

Founded in 1920 by gift of \$635.41, raised among the students by the Students' Association of the College as a memorial to Professor Francis Barton Gummere. The income only is to be used to buy for the Haverford College Library books on the subjects that he taught or was interested in.

The Students' Association voted to raise twenty-five dollars for a special shelf in the Library to be known as the "F. B. Gummere Memorial Shelf." This shelf, with its proper inscription, holds the books purchased by this fund. Present book value, \$635.47.

EDMUND MORRIS FERGUSSON, JR. CLASS OF 1920 MEMORIAL FUND

Founded in 1920 by memorial gift of \$1,000 from the family of Edmund Morris Ferguson, Jr., Class of 1920, who died at the College in his Senior year. The income only is to be used for the maintenance and increase of the Library's Department of English and American literature. The books purchased with the income of this fund are marked by a special book-plate indicating its source. Present book value, \$1,002.34.

CLASS OF 1888 LIBRARY FUND

Founded Sixth Month 15, 1938, by gifts totaling \$5,250 from members and families of the Class of 1888, on the occasion of their fiftieth anniversary. The conditions of the gift are as follows:

- (1) A fund is to be established, to be known as "The Class of 1888 Library Fund."
- (2) The income only of this fund is to be used exclusively for the purchase of books for the Haverford College Library, except as noted below (in Clause 6).
- (3) The fund established now will be added to later by gift or bequest.
- (4) Members of the Class also expect to donate books to the Library, with the understanding that when such books are duplicates of books already in the Library, they may be exchanged for books needed, or sold, and the money so obtained used in the same way as the income of the fund.
- (5) All books purchased by the income of the fund (or obtained as in 4) are to be provided with a special book-plate to be furnished by the Class.
- (6) Income from the Class Fund or moneys obtained by sale of duplicate books may, when necessary, be used for binding or repair of books designated as belonging to the Class collection. Additional donations were made as follows: \$500 in 1939-40; \$100 in 1943-44; \$500 in 1944-45 and \$200 in 1945-46. Present book value, \$6,550.

CLASS OF 1918 LIBRARY FUND

Founded Third Month 24, 1938 by gift from the Class of 1918 in commemoration of their twentieth anniversary. The gift was \$1,753.52 of which \$500 was spent for a portrait of the late Rayner W. Kelsey, professor of history, who died Tenth Month 29, 1934; and the balance of \$1,253.52 was used in establishing a new Library Fund, the income to be used for books. Present book value, \$1,253.52.

QUAKERIANA FUND

Founded 1st Month 8, 1947, by gift of \$600 from President Emeritus William Wistar Comfort '94, as explained in letter from him as follows: "In 1940 some alumni gave me a sum of money to buy books for myself. This I have done, and now there remains \$600 which I wish to make over to the Corporation, the interest of which may provide books or manuscripts for the Quaker collections. As a compliment to the donors of the fund, I should like the enclosed book-plate to be inserted in such future purchases."

**MOHONK FUND
FOR THE RUFUS JONES COLLECTION OF MYSTICISM**

Founded Third Month 21, 1949 by gifts totaling \$1,500 from members of the Albert K. Smiley family of Mohonk Lake, N. Y.

The gift was made "to make possible additions to the Rufus Jones Collection on Mysticism in the College Library," with the further provision that "it may be used at the discretion of Haverford College, if the purpose for which it is intended should no longer be applicable or desirable."

The fund is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$1,500.

RUFUS M. JONES BOOK FUND

Founded Seventh Month 11, 1949 from bequest of \$5,000 through a deed of trust established by Rufus M. Jones during his life, "the income only to be used for the purchase of books on mysticism, to be added to the collection of books on that subject," which he turned over to the College a few years before his death.

The fund is designated as the Rufus M. Jones Book Fund, is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$5,000.

1949 CAMPAIGN LIBRARY FUND

Founded Sept. 1, 1950 by a transfer of \$22,100 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds with which to buy books, and thus maintain the excellence of the Library.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$39,068.07.

**THE CLASS OF 1909
RUFUS M. JONES MEMORIAL LIBRARY FUND**

Income from this fund, established by the Class of 1909 at the 50th Anniversary of its graduation as a memorial to Rufus M. Jones, is to be used for the purchase of books or special reproductions of rare books, in the area of the humanities, especially in the fields of mysticism, religion, philosophy and literature as representative of the interests of Rufus M. Jones. Present book value, \$2,336.47.

RAYNER W. KELSEY FUND

This fund was established by a gift of \$1,000 from Naomi B. Kelsey, widow of Rayner W. Kelsey, who was for many years professor of American history and a curator of the Quaker Collection. It was added to by her friends.

The income is to be used to strengthen the Library collection of books and

to promote sound scholarship in the field of American history. The present book value is \$1,335.00.

THE SARA AND FRANCIS PAWLING FUND

This fund came into being upon the death of Allison B. Wesley on January 19, 1962, a friend for many years of the Library.

By her will she left certain of her property to establish a fund "to be used as the Library board sees fit." The present book value of the fund is \$13,640.96.

JOSEPH R. GRUNDY LIBRARY FUND

This fund was established in 1963 by a grant of \$75,000 from the Joseph R. Grundy Foundation.

The purpose of this grant is to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particularly the southeastern Delaware Valley, which would include Burlington County, New Jersey and contiguous areas, with special emphasis on the Society of Friends and the contributions by members of that faith in the development and cultural life of this section of America.

It is understood that both principal and income may be spent in carrying out the above purposes. Present book value, \$70,600.

CARLISLE AND BARBARA K. MOORE FUND

This fund was begun in 1966 by gifts from Carlisle and Barbara K. Moore. The fund is to be used for the purchase of books for the Library. Present book value, \$1,991.25.

FUNDS FOR PENSIONS PRESIDENT SHARPLESS FUND

Founded in 1907 by contributions from interested friends of the College, finally amounting to \$40,000. Present book value, \$41,237.08. The income is to be used for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

WILLIAM P. HENSZEY FUND

Founded in 1908 by gift of \$10,000 from William P. Henszey, donated in connection with the raising of the President Sharpless Fund, but kept as a separate fund. Increased in 1909 by legacy of \$25,000 from William P. Henszey. Present book value, \$36,758.66. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

JACOB P. JONES BENEFIT FUND

Founded in 1909 and increased in 1910 by proceeds of land sold for account of Jacob P. Jones legacy. Present book value, \$68,113.78. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

PLINY EARLE CHASE MEMORIAL FUND

Founded in 1909 by transfer to the College of a fund raised in 1887 in memory of Professor Pliny Earle Chase, and amounting to par value of \$4,173.04. The income of this fund is used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. This income is transferred annually to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. Present book value, \$3,272.24.

HAVERFORD COLLEGE PENSION FUND

Founded in 1920 and added to since, being accumulations of income from the President Sharpless Fund, the William P. Henszey Fund, the Jacob P. Jones Benefit Fund and the Pliny Earle Chase Memorial Fund, not needed for pensions. Present book value, \$74,153.59. The income from this fund, together with the income from the four above-mentioned funds, is used for old style pensions. Income not needed for pensions was capitalized until 1932. Now the old style pensions call for more than the income of all these Pension Funds. When the proper time comes in an actuarial sense, the principal of this fund can be used as well as the income for the old style pensions until they cease.

FUNDS FOR SPECIAL PURPOSES

THOMAS SHIPLEY FUND

Founded in 1904 by gift of \$5,000 from the late Samuel R. Shipley as a memorial to his father, Thomas Shipley. Present book value, \$5,248. The income only to be used for lectures on English literature at the College. In case of actual need, at the discretion of the president of the College, the income can be used for general expenditures.

ELLISTON P. MORRIS FUND

Founded in 1906 by gift of \$1,000 from Elliston P. Morris, 1848. The income is to be used as a prize for essays to be written by students on the subject of arbitration and peace. "The Elliston P. Morris Prize" of \$40 is given in each year, the competition being open to all undergraduates and to graduates of not more than

three years standing.

In 1929, it was determined, with the consent of the family of Elliston P. Morris, that when the prize is not awarded the income may be used for the purchase of library books on arbitration and peace. Present book value, \$1,126.75.

JOHN B. GARRETT READING PRIZE FUND

Founded in 1908 by a gift of \$2,000 par value of bonds by the late John B. Garrett, 1854. It was the purpose of the donor to ensure the permanence of a prize or prizes for systematic reading, which he had given for a number of years. The prizes were not awarded from 1922 to 1939 on account of default of the bonds. Reorganization has resulted in 1939 in sufficient recovery of value to provide again for this prize. Present book value, \$4,197.87.

SPECIAL ENDOWMENT FUND

Founded in 1909 by gift of \$12,000 par value of bonds, book value \$11,800, from any anonymous donor. The income only of this fund to be used "to furnish opportunity for study of social and economic and religious conditions and duties connected therewith, especially from a Christian point of view." The income is used toward the expenses of Summer Schools for Religious Study, which have been held at Haverford and Swarthmore Colleges from time to time and also for religious education under Friends' care.

On Fifth Month 16, 1930, the Managers adopted the following amendment, made at the suggestion of the donor, now revealed to be John Thompson Emlen, 1900: "If, however, it shall in the course of time be deemed advisable by the president and the Managers that the income of this fund can be used more profitably by the College for other purposes than those herewith stated, it is my desire that they shall act in accordance with their judgment." Present book value, \$9,227.07.

SCHOLARSHIP IMPROVEMENT PRIZE FUND

Founded in 1913 by gift of \$2,000 par value of bonds, book value \$1,200, from John L. Scull '05. Present book value, \$2,296.88. The income only to be used to establish two prizes of \$50 and \$45 annually to the two students in the graduating class showing the most marked and steady improvement in scholarship during their college course.

ELIZABETH P. SMITH FUND

Founded in 1915 by bequest of \$1,000 from Elizabeth P. Smith. Present book value, \$1,727. The income only to be used as a prize for the best essays on peace written by students of the College.

S. P. LIPPINCOTT HISTORY PRIZE FUND

Founded in 1917 by gift of \$2,500 par value of bonds, book value, \$2,546.88,

from beneficiary of the estate of S. P. Lippincott '86. The income only to be used as an annual history prize, which is designated "The S. P. Lippincott History Prize." The award is to be made on the basis of a competitive essay. In any year when no award is made, the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$2,546.88.

FRANCIS STOKES FUND

Founded in 1919 by gift of \$5,000 in securities, book value, \$5,000, from Francis J. Stokes '94, in memory of his father, Francis Stokes, of the Class of 1852, and a manager of Haverford from 1885 until his death in 1916. The income is to be used for extending the planting of trees and shrubs on the College grounds. The wish is expressed, but not as a binding condition of the gift, that the Campus Club should have the direction of the expenditure of this income. Present book value, \$5,120.30.

GEORGE PEIRCE PRIZE FUND

Founded in 1919 by gift of \$600, and increased in 1920 by further gift of \$400 from Harold and Charlotte C. Peirce in memory of their deceased son, George Peirce '03. The income only is to be used for a prize, to be called the George Peirce Prize in chemistry or mathematics, to the student who, in the opinion of the faculty, has shown marked proficiency in either or in both of these studies and who wishes to follow a profession which calls for such preparation. Unused income in capitalized, as requested by the founders of the fund. Present book value, \$7,674.06.

LYMAN BEECHER HALL PRIZE FUND

Founded in 1924 by donation of securities of par value \$2,000, book value, \$1,820, from the Class of 1898 in commemoration of their 25th anniversary of graduation to establish an annual prize of \$100 in chemistry in honor of Doctor Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917. Present book value, \$2,155.

NEWTON PRIZE FUND

Founded in 1925 by donation of five shares of General Electric Co. stock by A. Edward Newton, par value, \$500, and book value, \$1,348.25. The income only is to be used for "The Newton Prize in English Literature to the undergraduate who shall submit the best essay on some subject connected with English literature." In 1930, the award was changed to be on the basis of Final Honors, and in any year when no award is made the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$1,397.75.

EDWARD B. CONKLIN ATHLETIC FUND

Founded in 1925 and added to in 1926, 1927 and 1929 by Frank H. Conklin

'95, in memory of his brother, Edward B. Conklin '99. Present book value, \$2,400. The income is to be used without restriction in any branch of athletics.

EDWARD WOOLMAN ARBORETUM FUND

Founded in 1928 by setting aside \$5,000 from proceeds from sale of 5.811 acres of land on the southern boundary and southeast corner of the College farm, and added to by gift in 1951 (through 1949 Campaign) of \$4,775 and by bequest of \$5,000 from Edward Woolman, Class of 1893, who died March 11, 1960, the income only is to be used for the preservation and maintenance and for increasing usefulness and natural beauty of the Arboretum, bird sanctuary and grounds of the College, until otherwise ordered by the managers. The present book value is \$14,362.75.

WILLIAM ELLIS SCULL PRIZE FUND

Founded in 1929 by William Ellis Scull '83, by a gift of \$2,000. The income is to be used annually, so long as the managers may judge expedient, as a prize to be awarded at Commencement by the faculty to that upper classman who in their judgment shall have shown the greatest improvement in voice and the articulation of the English language. The prize is to be known as "The William Ellis Scull Prize." Present book value, \$2,000.

PAUL D. I. MAIER FUND

Founded Tenth Month 7, 1936, by bequest of \$1,000 from Paul D. I. Maier '96, of Bryn Mawr, Pa. The bequest provides for the continuance of the Class of 1896 prizes of \$10 each in latin and mathematics, and any balance of income is to be used for general purposes. Present book value, \$1,000.

STRAWBRIDGE OBSERVATORY MAINTENANCE FUND

Founded Second Month 13, 1937, from donations of \$5,627.37 from members of the Strawbridge family, being the amount in excess of the actual cost of the rebuilding and reequipping of the William J. Strawbridge '94, Memorial Astronomical Observatory. The income is used for the maintenance and equipment of the observatory. The principal can be used for additional equipment, if so determined by the Board of Managers. In 1938 and 1939 an astrographic camera was so purchased at a cost of \$1,787.83. Present book value, \$3,839.54.

C. WHARTON STORK ART FUND

In First Month, 1930, C. Wharton Stork, of Class of 1902, donated to the corporation securities of a then value of \$69,000 on account of a contemplated gift for the purpose of erecting, equipping, and furnishing an Art Museum at the College. Purchases were made by C. Wharton Stork of paintings, which are hung in the Library. This fund is to be liquidated and is not included in the total of the funds.

JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

Founded Sixth Month 4, 1942 by gift of \$2,000 from Colonial Trust Company of New York and Solomon L. Fridenberg of Philadelphia, co-trustees under the will of Eugenie Bucky, deceased (late of New York), the income only to be used. At the same time accumulated income of \$2,000 was also donated as Bucky Foundation Gift, this amount to be available for use for the same purposes as the income of the foundation. Extracts from Mrs. Bucky's will and codicils in reference to the purposes of the Bucky Foundation are here made as follows:

"The purpose or object of such a foundation or fund is and shall be for the encouragement of them who seek new truths, and who endeavor to free and clear from mystery and confusion our knowledge concerning God¹; and thereby to enforce more effectively the common laws of mutual love and obligation, peace and goodwill, between and among our several creeds, races, nations, and markets.²

"My aim, intention, purpose and object is to help in promoting piety among men, enlightening their ignorance and bettering their condition, by making more and more extensive and by spreading among the public at large not only the preaching but also the practicing of the words of the . . . American motto 'In God We Trust,' and of the . . . Preamble to the Constitution for the United States of America. I believe and therefore I aim, intend and purpose that the uplifting of men, women and children to the standard of life taught in the Scriptures and the Constitution for the United States of America is indeed the work of charity, dispels ignorance, inculcates generous and patriotic sentiments, and fits the public groups and the individual men or women for their good usefulness in the American Commonwealth."

In 1945-1946, 1954-55 and 1966-67, further gifts from the trustees were added to the fund. Unused income, if any, has also been capitalized. Present book value, \$8,143.12.

MATHEMATICS DEPARTMENT PRIZE FUND

Founded May 20, 1943 from gifts totaling \$900 of members of the mathematics faculty and others. A further gift of \$125 was made in 1943-44. The unused income is added to principal. This capitalized the annual prizes that had been given by the mathematics professors for many years.

The Mathematics Department Prizes for freshmen, \$25, are awarded annually, in competition, by examination. Present book value, \$2,644.02.

WILLIAM T. ELKINTON FUND

Founded Ninth Month 6, 1944, by bequest from William T. Elkinton, of Philadelphia, arising from a trust set up by him during his lifetime. The principal was

1. Associated with the American motto "In God We Trust."

2. Associated with the Preamble of the Constitution for the United States of America — "to form a more perfect union, establish justice, insure domestic tranquility, provide the common defense, promote the public welfare, and secure the blessings of liberty to ourselves and our posterity."

\$2,491.50. After the death of a life beneficiary, the trust provided: "to pay over, assign and transfer one of said equal parts unto the Corporation of Haverford College (a corporation of the State of Pennsylvania); the principal fund thus passing to said corporation to constitute a part of such endowment as may be established at Haverford College as a fitting memorial of Friends' relief work abroad, which memorial 'should foster the peaceful relations of the United States with foreign countries by acquainting our youth with the principles of European governments and with international problems'; provided however, that if no such endowment should be established at Haverford College prior to the expiration of one year after the principal of the fund hereby conveyed becomes distributable under the provisions of this deed, the said one-third part of the fund hereby conveyed shall be devoted by the Corporation of Haverford College for such other purpose as the trustees acting hereunder, their survivor or successor, shall designate, preferably for the furtherance of education in some form at Haverford College or for providing assistance in the form of scholarships to promote education."

In accordance with a suggestion from President Morley, concurred in by Thomas W. Elkinton representing the trustees, the managers voted on Ninth Month 22, 1944, that "the income until otherwise directed, is to be used for traveling and other expenses in the attendance at intercollegiate conferences for discussion of international problems by representatives of the International Relations Club at Haverford." The trustee further stated "as long as the activities of the club are closely related to 'acquainting our youth with the principles of European governments and with international problems,' the use of the income by the club would be satisfactory."

TILNEY MEMORIAL FUND

Founded in First Month, 1945, by gifts totaling \$2,000 by I. Sheldon Tilney, 1903, in memory of his parents, John S. and Georgiana E. Tilney. The income is to be used "to try to influence the student body towards a more religious viewpoint of life." Permission was also granted by the donor that "the income may be used also in connection with a scholarship for students in the field of philosophy or Biblical literature."

In 1945-1946 the fund was increased to \$5,000, by gifts of \$1,000 from Georgiana S. Kirkbride and \$2,000 from Robert W. Tilney, sister and brother of I. Sheldon Tilney. In 1948-49 a further gift of \$250 was received from I. Sheldon Tilney. In 1949-50 a further gift of \$1,000 and in 1952-53 \$500 was received from I. Sheldon Tilney. Present book value, \$7,000.

CLASS OF 1902 LATIN PRIZE FUND

Founded Second Month 2, 1945, by gift from Class of 1902 of \$142.90, being proceeds of sale of security formerly purchased and held by the class to perpetuate a Latin Prize of \$10 annually at Haverford. The class had donated the income for this prize since 1913. An unused balance of \$39 of such donations was trans-

ferred to the income account of this fund.

CLASS OF 1898 GIFT

Founded Sixth Month 12, 1948, by contributions totaling \$6,100 from members of the Class of 1898 as a 50th Anniversary Gift of their graduation. The conditions of the gift were "For a period of 25 years the income only produced by the fund is to be used to pay the expenses of lectures at the College by qualified persons on such subjects and at such times as the president of the College, with the advice of the faculty, may think best, including at the discretion of the president, conferences between the lecturers and the students. After August 31, 1973, the income and/or principal of the fund, may, at the discretion of the Board of Managers, be used for any purpose in connection with the College." Present book value is \$6,315.

EDMUND J. LEE MEMORIAL AWARD FUND

Founded Eighth Month 31, 1948, by donations totaling \$906.50 from members of the Class of 1943 on the occasion of their Fifth Reunion. The Class desired "to perpetuate the memory of Edmund Jennings Lee, 2nd, its sole member killed in the past war, and to stimulate in the College that spirit of service for which he was known. In 1948-1949 a further gift of \$100 was received from Miss Mildred W. Lee, sister of Edmund J. Lee.

"The proceeds from the invested fund shall be used to establish an annual award to be known as the Edmund J. Lee Memorial Award to be awarded annually beginning in 1949, to the recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit, individuals or in the College as a whole during the year. The award is to be used by its recipient in continuing to render such service."

THE DAVID R. BOWEN PREMEDICAL FUND

Established in 1950 by the family and friends of the late Dr. David R. Bowen, who, regretting a definite lack in his own training, believed strongly that men preparing to be physicians should receive a basic liberal education of the kind offered at Haverford College. The income is to be used at the discretion of the president of Haverford College, to purchase books for the use of premedical students, pay for professional magazine subscriptions, for lecturers, or for any other projects closely related to premedical training. Further gifts have been made yearly to the fund. Present book value, \$1,964.70.

JONATHAN & RACHEL COPE EVANS FUND

"Founded in 1952, through gifts to the 1949 campaign by the children and grandchildren of Jonathan and Rachel Cope Evans. The principal is to be invested and the income used one-half for scholarships and one-half for the purposes of the Rufus M. Jones Fund for Advancement of Teaching. If, however, at the expira-

tion of 25 years the Board of Managers deems it advisable to use the income, or if necessary the principal, of the fund for other purposes, it shall be free to do so." A further gift was made in 1952-53 of \$500. Present book value is \$15,043.62.

EDWARD HAWKINS MEMORIAL FUND

Established in 1953 by a gift to the College from the Class of 1937. The fund is given in memory of Edward Hawkins, a member of that class.

The income to be used for the purchase of equipment required for intramural athletics. If such becomes impracticable, the income is to be used as directed by the managers. Present book value is \$1,457.44.

WILLIAM W. BAKER PRIZE FUND

"Founded in 1954 by bequest of \$500 from Mertie Gay Baker, who died January 31st, 1954, the fund is to be invested and the income given as a prize in the study of Greek. If the study of Greek at the said College should be discontinued, I direct that the income be given as a prize for the study of Latin and should the study of Latin be discontinued, I direct that the income be used as a prize in the study of ancient history or Biblical literature."

JOHN G. WALLACE AWARD FUND

This fund established in 1958 by a gift from John G. Wallace and added to annually, is to be used toward the purchase and maintenance of a best actor award cup for Class Night, "and the awarding each year of a silver plated replica of the trophy to the recipient of the award." Present book value, \$300.

CHRISTIAN RELIGION AND THOUGHT FUND

Founded in 1958 by a special grant from an anonymous source, this amount is to be used to establish a fund for purposes connected with the problems of Christian religion and thought.

Until otherwise directed by the Board, the income may be used as directed by the chairman of the Department of Religion, and the administration of the College; the principal may be expended from time to time upon their recommendation and at the discretion of the Board of Managers for the above purposes. The present book value of the fund is \$4,000.

THE KURZMAN PRIZE FUND

This fund was established in 1958 by Harold P. Kurzman of New York, to provide a prize for the senior who has generally performed best and most creatively in political science course work. This prize, initially established in the amount of \$125, was given in appreciation of the benefit to Harold P. Kurzman, Jr. '58, from his work in the political science department. In any year when it is the judgment of the department that no work has been performed of sufficient merit to warrant this award, the funds shall be used to purchase books in this field for the Library or shall be expended in other ways for the benefit of the

department. Surplus income also may be used in this manner. Present book value, \$2,784.38.

THE SCHOLARS IN THE HUMANITIES FUND

This fund was established by an anonymous gift in April 1962, to enable the College to bring to Haverford distinguished scholars in the humanities. Within this broad field, the administration of the fund is left to the president and the Board of Managers. In 1966, a bequest of \$58,520.70 from Christine L. Hires was added to the fund. The present book value is \$95,420.70.

FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

This fund was established in 1963 by a gift from John A. Silver, Class of '25, with the hope that it might be added to by others also interested in the beauty of the Haverford campus. The fund was increased in 1966-68 by further gifts of John A. Silver and bequest of Bernard Lester of \$16,145.37.

The principal of this fund shall be retained by the College in perpetual trust with the income therefrom to be used to preserve and maintain the beauty of the campus and grounds of the College:

Through the planting of selected trees and shrubs (preferably with the guidance of a qualified landscape architect) and the proper maintenance of the College's present heritage, particularly specimen trees.

By retaining or improving the natural beauty of the College's wooded areas and pond and the use of naturalized bulbs and plants.

Through the well-planned landscaping of the grounds, buildings and gardens.

Should the College establish an arboretum up to one-half of the income may be used in connection with its maintenance and expenses including particularly the acquisition and care of specimens.

It is hoped that the income will not be used for the usual or normal care and maintenance of lawns, paths or grounds unless in the opinion of the Board of Managers it is more than sufficient to carry out the primary purposes of the gift as above outlined.

The fund is subject to a life income plan and has a present book value of \$53,755.37.

THE CLASS OF 1964 FACULTY SALARY FUND

The Class of 1964 fund for increasing faculty salaries was started with one-hundred percent participation of all the members of the Class upon graduation. After the fund has reached the value of \$10,000, some or all of the annual earnings are to be paid as a bonus to members of the Haverford College faculty in a manner prescribed by the administration of the College. This fund is to provide a supplement to regular faculty salaries and is not to be considered as a fund from which these salaries are to be drawn. The Class of 1964 hopes that various foundations, alumni, and friends of the College will grant the importance of the faculty

in a good liberal arts school and generously contribute to the growth of this fund. Present book value, \$4,266.96.

HENRY S. DRINKER MUSIC FUND

Established in 1964 from gifts of his friends at the time of the opening of Henry S. Drinker Music Center, the income from this fund is to be used for special programs and items related to the music department not ordinarily included in the budget. In addition to the fund, many contributions were applied towards the cost of remodeling the William Wistar Comfort house into the music center. In 1966 a bequest of Sigmund Spaeth of \$1,000 was received. Present book value, \$5,005.

ELECTRONICS RESEARCH FUND

By a legacy of \$10,000 and a portion of the residuary estate, this fund was established in 1965 under the will of Bettine Paddock Blake. The fund is to be used "for research, study and teaching in the field of electronics, or if this in the judgment of the Board of Managers is not practicable, for these purposes in other areas in the field of physical sciences. Present book value, \$23,584.60.

OLD DOMINION FOUNDATION FELLOWSHIP IN THE HUMANITIES FUND

Established by a grant from the Old Dominion Foundation, for fellowships to selected members of Haverford Humanities faculty for such activities as scholarly research; writing, or publications, or for creative writing; for travel or study abroad; for post-doctoral study at a major university or intellectual center; for curriculum planning; or for some other activity important for the teacher's intellectual development or refreshment.

The fund is to be expended over a period of approximately five years. Present book value \$100,000.

ADA STEFFEN WRIGHT MEMORIAL CUP

The fund for this cup was donated by Willard M. Wright, Jr., Haverford '34 and Alla Tomashevsky Wright, Swarthmore '33, as a Memorial to Mr. Wright's mother. It is awarded annually to that member of the Haverford College football team and that member of the Swarthmore College football team each of whom, in the opinion of the respective coaching staffs, demonstrates the highest degree of sportmanship and inspirational play during the game. The present book value is \$550.

CLASS OF 1934 REVOLVING LOAN FUND

Established in 1959 by gifts from the class of 1934 (100% participation) to the amount of \$10,784, the 1934 Loan Fund, both principal and interest, is to be

used for loans to deserving undergraduates, with preference being given to incoming freshmen. The main consideration in the granting of loans is the need of the recipient. This fund, which at present amounts to \$10,121.23, may be increased by new gifts.

JOHN SHINN STUDENT LOAN FUND

This fund was established by the Will of Ernest R. Reynolds, who died May 19, 1966, a resident of Long Beach, California.

The loan fund established by this bequest is named for a Quaker ancestor of Ernest Reynolds, who came to America in 1680 acquiring land from William Penn.

Haverford College is to administer the fund, with any additions, "for the benefit of worthy students, charging said students 4% per annum on unpaid principal thereof, and such interest rate shall continue unless, in the discretion of the Trustees, the economic condition of the times warrants a greater or lesser amount." Both principal and interest may be used in making loans. The fund at present amounts to \$116,684.64.

FUNDS WITHDRAWN

The following funds left to the College with no restrictions, have been wholly consumed to meet in part the corporation's share of the Building Program of 1953-1956; Ellen Waln Fund, Henry Norris Fund, Clarence W. Bankard Fund, Mary Brown Fund, Emma Ridgway Comly Fund, Mary K. Comly Fund, Charles J. Rhoads Fund.

CAMPUS VISITORS, 1967-68

COLLECTION VISITORS

DIK VISSER
Guitarist

NICHOLAS NICOLAIDIS
Secretary General of the Center Union
Party of Greece in Exile

ALLISON NELSON and
HARRY LEE NEAL
Duo Pianists

GERARD T. KUIPER
Astronomer

LORD CARADON
Permanent Representative of
Great Britain to the United Nations

HORACE CHAMPNEY
Member of the Phoenix Crew

WILLIAM PYLE PHILIPS FUND

J. FRANK ADAMS
Professor of Mathematics
University of Manchester, England

BERNARD W. AGRANOFF
Coordinator of Biological Sciences
University of Michigan Mental
Health Institute

DONALD ANDERSON
Associate Professor of Mathematics
Massachusetts Institute of Technology

MICHAEL ATIYAH
Professor of Mathematics
Oxford University and
Institute for Advanced Study

RICHARD BRAUER
Professor of Mathematics
Harvard University

EDGAR H. BROOKES
Former Senator, Union of South
Africa Parliament
Representing Natal and Zululand

LORD CARADON
Permanent Representative
United Kingdom Mission to the
United Nations

SEYMOUR CHATMAN
Professor of Speech
University of California, Berkeley

MELVIN J. COHEN
Professor of Biology
University of Oregon

ROBERT COLES
Child Psychiatrist
Harvard University Health Services

JAMES W. CRONIN
Professor of Physics
Princeton University

WILLIAM M. FAIRBANK
Professor of Physics
Stanford University

GEORGE L. GERSTEIN
Associate Professor of Biophysics
Johnson Foundation
University of Pennsylvania

CARL GUSTAV HEMPEL
Stuart Professor of Philosophy
Princeton University

J. H. HEXTER
Professor of History
Yale University

F. E. P. HIRZEBRUCH
Professor of Mathematics
Bonn University, Germany

HEINZ HOPF
Swiss Federal Institute of Technology
Zurich

LARS HORMANDER
Professor of Mathematics
Institute for Advanced Study
Princeton

CLYDE A. HUTCHISON, JR.
Eisendrath Professor of Chemistry
Enrico Fermi Institute for Nuclear Studies
University of Chicago

EDUARD KELLENBERGER
Institute of Molecular Biology
Universite de Geneve, Switzerland

DANIEL E. KOSHLAND, JR.
Professor of Biochemistry
University of California, Berkeley

LEIF KRISTENSEN
Professor of Mathematics
Aarhus University, Denmark

GERARD P. KUIPER
Lunar and Planetary Laboratory
University of Arizona

ARTHUR S. LALL
Adjunct Professor of International Affairs
Columbia University

- T. D. LEE**
Professor of Physics
Columbia University
- SAMUEL R. LEVIN**
Professor of English
Hunter College of the City of New York
- W. N. LIPSCOMB**
Professor of Chemistry
Harvard University
- LOUIS LIPSITZ**
Associate Professor of Political Sciences
University of North Carolina
- OLE MAALE**
Professor of Microbiology
University of Copenhagen, Denmark
- ALBERT H. MARCKWARDT**
Professor of English and Linguistics
Princeton University
- JOHN C. MOORE**
Professor of Mathematics
Princeton University
- JOHN W. MOORE**
Professor of Physiology
Duke University School of Medicine
- EARL L. MUETTERTIES**
Research Director
Central Research Department, D
E. I. du Pont de Nemours Co.
- ALFRED NISONOFF**
Professor of Microbiology
University of Illinois Medical Center
Chicago
- RICHARD M. OHMANN**
Professor of English
Wesleyan University
- DANIEL QUILLEN**
Associate Professor of Mathematics
Massachusetts Institute of Technology
- JOSEPH RABEN**
Associate Professor of English
Queens College of the
City University of New York
- DONG-SANG RIM**
Professor of Mathematics
University of Pennsylvania
- HANS RIS**
Professor of Zoology
University of Wisconsin
- ALLAN R. SANDAGE**
Mt. Wilson and Palomar Observatories
Pasadena
- FRED SANGER**
Laboratory of Molecular Biology
Cambridge University, England
- HOWARD SCHACHMAN**
Professor of Molecular Biology
University of California, Berkeley
- MICHAEL SCRIVEN**
Professor of Philosophy
University of California, Berkeley
- JEAN-PIERRE SERRE**
Professor of Mathematics
College de France and Institute
for Advanced Study, Princeton
- GRACE SIMPSON**
Tutor in Archaeology
Oxford University, England
- NEIL SMELSER**
Professor of Sociology
University of California, Berkeley
- WILLIAM A. STEWART**
Center for Applied Linguistics
Washington, D. C.
- HANS-LUKAS TEUBER**
Professor of Psychology
Massachusetts Institute of Technology
- HIROSI TODA**
Professor of Mathematics
Kyoto University, Japan
- JEAN-LOUIS VERDIER**
Professor of Mathematics
University of Strasbourg, France
- AARON WILDAVSKY**
Professor of Political Science
University of California, Berkeley
- W. K. WIMSATT**
Professor of English
Yale University

SCHOLARS IN THE HUMANITIES FUND

H. G. GADAMER
Professor of Philosophy
University of Heidelberg, Germany

P. T. GEACH
Professor of Philosophy
University of Leeds, England

GESHE GELDEN
Tibetan Lamasery
Farmingdale, New Jersey

ALAN GOWANS
Professor of Art and Art History
University of Victoria, B. C.

ANDREW O. JASZI
Professor of German
University of California, Berkeley

P. LAL
Professor of English
University of Calcutta, India

RAYMOND H. MCPHEE
Director of Public Affairs
WFIL-TV, Philadelphia

ABBOT ZENKEI SHIBAYAMA
Nanzenji Zen Monastery
Sakyo-ku, Kyoto, Japan

HUGH TRAVERS TRACEY
Director, International Library
of African Music
Roodepoort, Transvaal

EMILY VERMEULE
Professor of Art
Wellesley College

MARY FARNAM BROWN FUND

HEIKO A. OBERMAN
Director, Institut für Reformation-
geschichte der Universität Tübingen,
Germany

THOMAS SHIPLEY FUND

HAROLD BLOOM
Professor of English
Yale University

WILLIAM GIBBONS RHOADS FUND

ROBERT PALMER
Professor of Music
Cornell University

CHENG MAN-CH'ING
Painter, Calligrapher, Poet, Teacher,
Master of Tai-Chi-Chuan

ACADEMIC STATISTIC 1967-68

FULL-TIME ENROLLMENT

Fall Semester, 1964	497
Spring Semester, 1965	491
Fall Semester, 1965	524
Spring Semester, 1966	512
Fall Semester, 1966	555
Spring Semester, 1967	535
Fall Semester, 1967	574
Spring Semester, 1968	563
Fall Semester, 1968	629
Undergraduate Students	615
Post-Baccalaureate Fellows	14

COMPOSITION OF THE STUDENT BODY, FALL SEMESTER, 1968

Students reside in 39 states, the District of Columbia, Puerto Rico, the Philippines, and 15 foreign countries. Among these are 15 students who are citizens of the following countries: Argentina, Brazil, Canada (2), Colombia, Ecuador, Guatemala, Hong Kong, India, Japan (2), Panama, South Africa, and the United Kingdom (2).

Students who are members of the Society of Friends number 51, or 8% of the student body; and 46, or 7% of the student body, are sons of Alumni.

REGISTRATION IN ACADEMIC COURSES

Department	Registration (Fall & Spring Semesters)								
	** Fall 1968	67-68	66-67	65-66	64-65	63-64	62-63	61-62	60-61
Astronomy	10	92	134	121	117	145	4	136	105
Bib. Lit. (Relig.) ..									92
Biology	206	330	308	299	249	227	226	192	205
Chemistry	142	270	289	240	249	241	256	235	234
Classics	60	123	215	239*	188	331	209	113	141
Economics	168*	323*	317*	230*	203	223	233	241	280
Engineering	20	43	41	27	46	34	43	47	58
English	370	720	642	623	656	575	644	611	701
Fine Arts	12								
French	142	276	146	142	140	159	230	217	197
German	113	230*	290*	287*	338	284	245	220	268
History	191*	369*	427*	532	462	340	337	429	260
History of Art.	(Bryn Mawr)			37	59	43	39	91	71
Mathematics	160	282	294	288	280	329	303	348	344
Music	79	131	115	112	145	136	142	115	138
Philosophy	252	538	366	220½	388	353	362	340	431

*Our students in Bryn Mawr courses with Haverford number are not included.

**See earlier statistics for outside registrations included in Fall 1968 figures.

Department	Registration (Fall & Spring)								
	Fall 1968	67-68	66-67	65-66	64-65	63-64	62-63	61-62	60-61
Physics	112	166	168	187½	171	156	159	148	145
Political Science . .	192*	334*	275*	289*	307	230	297	309	285
Psychology	171*	287*	246*	225	265	217	205	165	164
Religion	151*	257	245	204	164	110	123	94 (Bib.Lit.)	
Russian	58	73	80*	70*	46	52	43	43	52
Sociology	187*	177*	128*	137*	146	157	155	174	210
Spanish	64	106	108*	135	95	103	111	84	78
General Courses									
Asian Studies							12		
Creative Writing . . .		8							
Humanities	108	155	119	114	105	137	124	117	105
Linguistics	*	13*							
Physical Science . .				29		50		51	41
Social Science	36	16	28	33	13				

HAVERFORD REGISTRATIONS IN OUTSIDE COURSES—FALL 1968

BRYN MAWR COLLEGE

Anthropology	21
Chemistry	4
Classical Archeology	5
Economics — (Includes 19 students in our #23 & 35)	20
Education	1
English	16
French	2
Geology	17
German	3
Greek	3
History — (Includes 12 students in our #25 & 33)	21
History of Art — (Includes 9 students in our #21)	12
Interdepartmental — (Includes 3 students in our Ling. #21)	5
Italian	10
Latin	1
Mathematics	3
Music	11
Philosophy	5
Physics	3
Political Science — (Includes 17 in our #33, 35, 37, 49)	18
Psychology — (Includes 3 students in our #29, 31)	4
Religion — (Our #21)	3
Russian	10
Sociology — (Our #21 & 33)	14
Spanish	3
Total	215

*Our students in Bryn Mawr courses with Haverford number are not included.

UNIVERSITY OF PENNSYLVANIA

English	1	Statistics	1
Oriental Studies	3	South Asia Regional Studies	1
		Total	6

OUTSIDE REGISTRATIONS AT HAVERFORD—FALL 1968**

BRYN MAWR COLLEGE

Biology	13	Music	9
Chemistry	1	Philosophy	17
Classics	1	Physics	1
Economics	28	Political Science	18
English	17	Psychology	15
Fine Arts	2	Religion	28
French	22	Russian	14
German	17	Social Science	16
History	43	Sociology & Anthropology	45
Humanities	6	Spanish	8
Mathematics	2	Total	323

SWARTHMORE COLLEGE

Religion	1
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DEGREES AWARDED MAY 28, 1968—BY DEPARTMENT

Anthropology	1	Italian	2
Astronomy	1	Mathematics	3
Biology	6	Music	2½
Chemistry	8½	Philosophy	16½
Classics	2	Physics	5
Economics	11½	Political Science	8½
English	17	Psychology	8
French	3	Religion	7½
Geology	1	Russian	1
German	1	Sociology	2
History	18½	Spanish	1½
History of Art	2		
Bachelors of Arts	124		
Bachelors of Science	6		
Total	130		

**Included in Fall 1968 figures

STATED MEETINGS OF THE CORPORATION AND THE MANAGERS

The annual meeting of *The Corporation of Haverford College* is held in Tenth Month at such time and place as the Board of Managers may determine. The stated meetings of the managers will be held on the fourth Sixth-day of First, Third, Fifth, Ninth and Eleventh months.

Additional current, free information about Haverford College may be obtained by writing to *Public Relations Department, Haverford College, Haverford, Pa. 19041*, or by telephoning (215) 649-9600.

